

# The Clearing House

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## THE CLEARING HOUSE

*A journal for modern junior and senior high schools*

VOL. 21

MARCH 1947

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# THE FAR EAST

## in Ithaca's social-studies curriculum

By

LORETTA E. KLEE

THE PROGRAM of study of the Far East in the social-studies curriculum developed and used in Ithaca, N.Y., is an attempt by one group of teachers to widen the horizons of young people in order to prepare them for more understanding citizenship in our broadly interdependent world society.

(The conclusions and recommendations are as applicable to Russia, Canada, or Latin America as to the Orient, because provision has been made for all these areas in the Ithaca courses.)

As preparation for the formulation of definite plans for the inclusion of units on Asiatic regions in the courses of study, Ithaca teachers in all grades from the kindergarten through the senior high school

cooperated in a detailed study of the curriculum then in use. They analyzed and summarized the major social concepts being developed in each grade and the content used to attain these understandings.

In order to determine the amount of wasteful duplication and needless repetition of content, the teachers investigated the number of times these, among other topics, were taught in the city schools: "Contributions of Ancient Peoples to Western Civilization," "Marco Polo's Journeys," "Why Early Civilizations Often Grew Up In River Valleys," "Search for Trade Routes to the East and the Discovery of a New World," "Exploration and Colonization," "The War for Independence," "Perry Opens Japan," and "A Detailed Study of the Local Community."

The results of the survey substantiated the report given in *The Treatment of Asia In American Textbooks*.<sup>1</sup> For some reason, we as teachers do not always take time to differentiate between basic understandings and details of content. Throughout the elementary and secondary courses, major social concepts need to undergird the subject matter which is used. There is need

EDITOR'S NOTE: Miss Klee believes that the Far East is a "neglected area" which today demands more attention in the high-school social-studies curriculum. Here she explains the program of Far Eastern study which the social-studies teachers of Ithaca, N.Y., cooperated in planning. This article is based upon Miss Klee's recent talk at the convention of the National Council for the Social Studies, in Boston. She is director of social studies in the Ithaca Public Schools.

<sup>1</sup> Prepared under the direction of the Committee on Asiatic Studies. American Council on Education and the American Council, Institute of Pacific Relations, 1946.

for continuing points of reference to these understandings.

These threads of continuity should unify and integrate all social learning, but this is quite different from repetition of narrative or factual detail. Our need for the seven basic foods to nourish the body does not mean that we must order the same foods at every meal. Yet this is exactly what was being done in Ithaca before the re-evaluation of our courses, and what is very likely being done in many schools in all parts of our country. Following are a few instances of wasteful duplication of content which we discovered.

Four entire school years and parts of two more years were allotted to localized community study. Several topics were being taught in four different grades—"Why Early Civilizations Often Grew Up in River Valleys," "Story of the Great Silk Route," "Marco Polo's Journeys," "European Backgrounds of American History," "Search for Trade Routes to the East and the Discovery of a New World," "Exploration and Colonization," "The War for Independence," *et cetera, et cetera*, as said the ruler in *Anna and the King of Siam*.

Furthermore, the details were being treated with almost the same interpretation—often by the use of elementary textbooks borrowed for secondary-school classes, and until very recently, the same movies for grades 6 and 11.

Year after year, the same. Nothing new had been added!

In the light of our findings, how could we make room for "neglected areas"? A decision was reached to include at least one region of the Orient for study in grades 4, 6, and 7 as well as in secondary-school courses in World History, American History, and Modern Problems. To make this possible without lengthening the school day, we cooperated in a formulation and summary of accepted *points of emphasis* for all content areas of study at each instructional level. Briefly, our agreement was as follows:

*Elementary Grades:* Special emphasis on *people*; likenesses to American boys and girls; food, clothing and shelter; games, holidays and festivals; interesting narratives concerning a few outstanding national heroes; contributions to civilization within the interest and understanding of the child.

*Junior High School:* Special emphasis on geographical factors and their controlling effects on the lives and development of the people; natural resources; our dependence on Asiatic countries; attempts to analyze a few of the obvious differences between Eastern and Western customs and habits.

*Senior High School:* Special emphasis on *ideas* and the movement of ideas; the rise and decline of empires—Oriental as well as Occidental; relations of Asiatic regions to world economy; comparative government; population problems; diplomacy and trade relations.

Major social concepts relative to geographical and social relationships would form the unifying, integrating forces of the curriculum as a whole. Our planning for points of special emphasis was to make possible the continuity of basic understandings rather than duplication and repetition of narrative and factual detail.

A decision to study at least one area or region of the Orient at each learning level, and agreement as to basic understandings to be developed throughout the program, were the first steps. What specific changes in the courses of study could be made to put these recommendations into action?

In the fourth grade, where the children study typical geographical regions, we substituted a unit of study on "Community Living in China Proper," as an illustration of life on a temperate plain region, for the study of a plains region in the Western Hemisphere. Until this time, the child has considered only his home, school, and local community.

The most extensive change was made in the seventh-grade courses. Ithaca boys and girls had been doing localized community study not only in the kindergarten, grades

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1, 2 and 3 and for 10 weeks in the fifth grade, but also in the seventh grade. Rather than spend another full year on the local community and New York State, the time allotment for localized study was reduced from 38 weeks to 10 weeks.

A ten-week unit, stressing geographical and social relationships, was organized to summarize and clarify understandings which might form the bases of One World concepts and appreciations. The local community was not being shunted aside. As a laboratory and a source library it is used to vivify and localize instruction in all grades—but beyond the first quarter of the seventh grade it is not considered an "end" in terms of knowledges and skills.

In the three quarters now available in the seventh grade there was time for the inclusion of units of study on three of the so-called neglected areas—Latin America, Canada and the Orient.

Changes in the senior-high-school courses were made possible largely because of adjustments in the program as a whole. Because such topics as: "The Search for Trade Routes to the East and the Discovery of a New World," "Exploration and Colonization," and "The Struggle for Political Independence," are given detailed treatment in the junior high school, we found it possible to gain at least five weeks of teaching-learning time by initiating the senior American-history course with a consideration of the formation of our plan of federal government.

These five weeks are used to good advantage later in the course for the inclusion of such topics as: "Our Early Diplomacy in Asia," "Trade and Commerce with Asiatic Countries," and "The Attitude of Oriental Peoples Toward Imperialistic Exploitation."

Inasmuch as the junior-high-school unit on immigration emphasizes European settlers and their contributions to American life, senior-high-school studies could profitably be focused on problems of Oriental immigration—clash of interests, economic

and political factors which account for American and Japanese friction, American-Japanese relations during World War II and possibilities for improved future relationships.

Perry's visit to Japan is adequately treated in the elementary school. Instead of re-teaching the narrative to senior-high-school students, a reference is made to the event and a brief summary given. This leaves time for a consideration of Japan at the time of the memorable visit—its government and state of civilization.

In World History courses a comparable number of adjustments have been made. A disproportionate amount of time was being given to the periods of history preceding the Industrial Revolution. We found it possible to gain from seven to ten weeks of teaching-learning time by using as stock-in-trade the knowledges gained in the elementary and junior-high-school grades about ancient peoples and their contributions to world culture and interesting narratives concerning outstanding national heroes and leaders.

References are made in the senior-high-school classes to the Orient's gifts of silk, tea, gunpowder, printing, medicines, and the rest, but they are not re-taught nor presented as new content. Instead, we now include "Oriental Culture Patterns" in our survey of the "Span of Civilization." "Political Organization and Development of China, India and Japan" are studied in the unit on "Governments." There is also time for a consideration of "The Westernization of Japan."

Thus, in the time formerly given to a mere repetition of the "Saga of Marco Polo," "Contributions of Ancient Peoples," *et al.*, we think our young people are gaining a knowledge and appreciation of national cultures of Asia as well as Europe. We are trying to give them an insight into Oriental political thinking and an awareness of historical developments and problems which face Asiatic peoples in their relationships with the rest of the world.

Lest you think that we consider it possible to develop an understanding at one instructional level so that it will be retained to function effectively throughout the life of the student, allow me to make two summary points:

Throughout the entire social-studies curriculum, major social concepts and generalized understandings must form the underlying bases for all learnings and appreciations.

Continuing points of reference to these underlying concepts, rather than wasteful duplication and needless repetition, should be the unifying, integrating forces of all social learnings.

Sir Norman Angell, in his article on "Education and International Understanding," in *The American Scholar*<sup>2</sup>, expressed the idea when he said:

That men who are the products of modern educational systems can so often "know everything and understand nothing" is a familiar observation. But it is also true that the failure to understand is itself so often due to not knowing the things most worth knowing, to missing the full significance of a few simple truths vital for our peace and welfare, and to half-knowing a multitude of much less vital things which have less bearing on the perils which face us.

<sup>2</sup> Angell, Sir Norman. "Education and International Understanding," in *The American Scholar*, Vol. 14, No. 4 (Autumn, 1945), p. 415.



## Democracy in Administration at Newark Through Teacher Committees

The faculty members of the Newark Schools have been given an opportunity to put cooperative school administration into practice.

Last year many committees, whose aims were to aid the administration in a professional manner, were appointed. Since we had had many changes in our personnel, a Steering Committee was appointed to aid the administration in formulating its policies and practices. There was an equal ratio of appointments among the primary, elementary, junior-high, and senior-high-school teachers. Each teacher on the committee was a representative of his group and whenever a controversial problem was attacked, the steering-committee member voted according to the desires of the majority of the persons he was representing.

The school calendar, which has been adopted by our board of education, was planned by the steering committee. Matters involving teachers and students, such as bond sales, food collection drives, and the like, are presented to the committee for consideration and action. Several minor committees have been appointed within the committee. One was organized to study and to formulate a plan for a proposed cumulative sick-leave policy to be presented to the board of education.

The sick-leave plan was presented to the board of education last spring and a report came to the committee that the board was interested in the problem, but would like to make a further study of sick-leave provisions in other schools before making a final decision on the possibility of a formal adoption of the plan.

Since the school administration realizes the benefits to be found in a democratic school organization, several new committees were appointed for this school year. Some of these are: Faculty-social; American Education Week; PTA membership; Christmas programs; special drives; professional membership, and faculty rooms. The steering committee is elected by the members of the faculty.

The professional-membership committee wrote a letter to the board of education to inquire if it would be possible for the board to accept the original proposed sick-leave policy. Favorable action was taken on this request by the board. The cumulative sick-leave plan adopted by the board provides that credit for the unused sick leave for the school year of 1945-46 be added to the ten days for the 1946-47 school year, which is in line with the original request of a 40-day plan.—GEORGE P. NICKALL in *Delaware School Journal*.

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# 6 STEPS to pupil participation in democratic school CONTROL

By E. C. BOLMEIER

THE SUGGESTION was made in a recent article<sup>1</sup> that more democratic procedures should be employed in school practices by permitting teachers to participate in the appraisal and development of the school program. It has since occurred to the writer that regardless of how much participation teachers enjoy in determining the school program, true democracy in the school has not been attained until the students are given the opportunity to participate in the plans and conduct of those activities which concern them.

Democracy within the school without participation of the students in planning and carrying out the program is just as lacking as it is within a state where the people who are governed are denied the privilege of determining the scope and processes of the government. There is no one who is more directly concerned with and affected by the development and administration of the school program than is the student himself.

It would seem that no one who favors the

<sup>1</sup>E. C. Bolmeier, "Teacher Participation in Appraising and Developing the School Program." *School Review*, September 1946, pp. 416-19.

EDITOR'S NOTE: *Early in any experimental effort to give pupils a part in school control, there may be a period of apparent floundering that seems to justify giving up the idea. But, Dr. Bolmeier explains, that is just the shakedown period before a better kind of order begins to develop. Dr. Bolmeier suggests six steps in planning that can carry the program through to success. He is director of secondary education in the Jackson, Miss., Public Schools.*

perpetuation of our national democracy would deny students the privilege of assuming shared responsibility in planning and managing the activities of the school. There are, however, numerous persons—many of them well meaning—who disapprove of democratic practices in the public schools when they affect either teachers or students. They would advocate a regimented educational program whereby orders emanate from above and are subserviently obeyed by all falling under the jurisdiction.

That such dictatorial practice is actually advocated by some of our prominent citizens was evidenced at a Men's Bible Class which I recently attended. The guest speaker was attempting to show that juvenile delinquency and moral degeneracy could be largely attributed to a decadent educational system where the strict discipline of the "good old days" is no longer engendered in our youth.

Although the old gentleman's lecture cannot be repeated verbatim, in general his remarks were something like this: "The trouble with our schools today is that they are lax in teaching discipline. Students as well as teachers disregard authority. Instead of unquestioned obedience to the demands of the head of a school or a classroom, students are permitted to argue and to give their own opinions on what is to be done and how it is to be done. Why, in some classrooms today it is hard to determine who is the boss—the teacher or the student!"

The speaker contrasted the soft pedagogy of the modern school with the strict discipline that prevailed in his day by referring



to his personal experiences in the following manner: "I was once the head of a school myself, and believe me, I ran that school. I was monarch of what I surveyed. When I gave an order it was instantly carried out. Any teacher or student who sidetracked, thinking he knew better ways of running a school than I did, was immediately called on the carpet and put in his place. The rod was also effectively employed in making recalcitrant students realize who was running the school. No siree, the progressive educational methods of the present day were not tolerated in the school that I ran."

Although I was not startled to hear such comments from an old schoolmaster of a half century ago, I was somewhat surprised and impressed by the reactions of the good brethren in the congregation. The heads of many prominent men were nodding approval of the sharp criticisms launched against modern school practices. Moreover, there were several furtive glances in my direction, obviously to detect whether or not there was any reddening of the neck of a so-called educator.

There are many persons, even in the teaching profession, who favor the traditional school practices in which mechanical obedience to the teacher's will is stressed instead of self-direction and student initiative. I recall several years ago when I was beginning my graduate study in a university, I had a professor who began his professional career as a schoolmaster in the New England schools. Imbued with the colonial headmaster's respect for stern discipline in the classroom, this professor snorted disgust at the "ultra-progressive" tendencies of student initiative in planning and conducting the school program.

One of the requirements of the professor's course, "The Practice of Teaching in the Secondary School," was to observe experimental teaching in a city high school and to submit a written report of the observations made. In an attempt to "get the jump" on other members of the class, I

immediately hurried to one of the large near-by high schools and inquired in the principal's office whether I might be permitted to visit classes in which experimental teaching was being conducted. Probably because of a well-founded suspicion that permitting university students to visit such classes would result in the broadcast of unfavorable criticisms, my request was courteously but promptly refused.

As I was about to leave the building I was stopped by a kind and intelligent-appearing gentleman. Although his hair was gray, his eye had the gleam of one who enjoys what he is doing. He told me that he had heard my request in the principal's office and that he would grant it. He was just about to begin an experiment with a senior social-science class and he would welcome my observations and comments on the proceedings.

Needless to say I accepted the invitation with enthusiasm, and was there on time at the first meeting of the class. The instructor introduced me to the class, told them the purpose for which I was there, and then offered me a seat in the rear of the room where I could observe without causing distraction. He briefly explained to the class that they were to conduct an experiment in which student initiative and responsibility would be featured.

Each member of the class was given a mimeographed outline of the course as it had previously been taught by the traditional textbook method. The students were advised that, with the teacher's assistance, they would re-define the objectives of the course and determine the means whereby the objectives would be attained. Some reference was made to sources of material in various libraries and elsewhere. The announcement was made that the students would be responsible for their own conduct as well as for determining their final grades at the end of the course.

After informing the class of the hours when he would be in his office for inter-

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views and consultations with class-selected representatives, the instructor quietly left the classroom. It was the last time I saw him in that classroom, although I visited classes daily for several weeks thereafter.

The first few sessions of the class were marked by considerable confusion. It appeared that many students were taking advantage of the absence of an instructor in the classroom. Some manifested attitudes of passiveness, indifference, and even obstruction. One lad who had an exaggerated notion of his own superiority and importance had my closest attention. At first he completely dominated the discussion, and showed that he intended to "carry the ball" all by himself in determining procedures and making decisions for the class.

Obviously my initial impression was that the experiment would prove to be a total flop. I took notes furiously as I made supporting observations of that impression. The plans for my term paper were already taking shape. I would produce convincing factual evidence which would support my professor's contention that it is folly to permit students to make their own decisions in class procedure.

But I was mistaken. After about a week of apparent floundering, the committee began to function. The boy who had previously attempted to dominate the sessions was put in his proper place, as more conservative and modest students gradually assumed roles of leadership. They were chosen as class representatives to consult with the instructor. Proper parliamentary procedures prevailed. Interesting reports were followed by free discussions.

A type of research was conducted which compared favorably with that of many college classes. The matter of discipline or class control was no problem. The few students who started out to be cute or obstreperous were either ignored or their actions so resented by their classmates that they eventually "fell into line." Only close observation revealed the careful plan-

ning and wise guidance that must have been taking place in the background by a patient instructor.

Regardless of what the other educational outcomes of that experiment might have been, there was convincing evidence that the students had experienced democracy in the classroom. They had learned to "give and take," to respect the opinions of others, and to abide by the decisions of the majority. If the democratic principles thus learned carried over into after-school life, the experiment was indeed successful.

Now no one would be so gullible as to suggest that such radical procedures of classroom control as these should be applied to all high-school classes. The degree of control which can be successfully exercised by students depends upon several different factors.

*First*, early and constant instruction and experience in democratic procedures, with gradual grants of responsibility are required to develop trustworthy students and citizens. Habits of democratic behavior, sharing responsibilities, exercising initiative, and developing self-control will reach the greatest potential development only when initiated in the primary grades or even in the pre-school years, and stressed continuously thereafter. One's fitness as a member of a democratic society is not likely to be accomplished by an abrupt exposure to democratic procedure in the senior year of high school. It is only natural for pandemonium to reign in a classroom suddenly turned over to students who have never before experienced freedom, self-reliance, and self-control.

Yet, is it any more logical to assume that "something clicks" immediately after graduation from high school which qualifies a youth to "stand on his own" in a democratic society? It is perhaps better to practice democracy in school—where mistakes are expected but can be rectified—rather than to wait until the post-school period when mistakes can be injurious to the indi-

vidual as well as to those about him.

*Second*, the type of school activity conducted determines to a great extent the degree of planning and control which can properly be exercised by the students. Student council and homeroom organizations afford excellent means of teaching democracy in the schools. Every phase of the school program, however, should be explored for opportunities to promote democratic behavior through the practice of sharing responsibility and initiative. Many such opportunities may be found in the classroom.

Although no sane person would recommend that students be permitted to decide upon the content and instructional methods to be employed in mathematics and language courses, it has been demonstrated that even in such classes democratic procedures in class control can be practiced without detracting from desirable scholastic attainments.

Certain courses in the social-science field are especially adaptable to a plan under which students may be permitted to participate in planning activities and assuming responsibilities. Some teachers report that certain units of a course lend themselves more readily to student control than do other units. The unit on parliamentary law in a speech course is an example.

A *third* essential to the successful participation of students in planning and conducting activities of the school is a teacher who believes in democratic practices and possesses the ability and ambition to exercise them in the process of teaching.

Unfortunately too many persons are assigned to teaching positions nowadays who are not qualified to do any type of teaching. Perhaps some of them are not expected to teach but merely to "tend classes" or "keep order." If they are not even successful at that they can hardly be expected to successfully plan and guide student participation in class activities. Only teachers possessing unusual skill, imagination, and patience can

bring about desirable results by remote control.

It might be supposed by some that responsibilities assumed by students in planning and conducting class activities would correspondingly lessen the responsibilities which the teacher would otherwise assume. Such, however, is not the case. In all probability the instructor who conducted the experiment referred to in this article did more planning and counselling with that class than with any other class he ever taught.

A *fourth* factor conducive to democratic procedure in the classroom is a proper physical environment. Regardless of sincerity and ability, the teacher is seriously handicapped in promoting free activity in the typical high-school classroom.

Too many classrooms still resemble those of the colonial school period when the schoolmaster's post was strategically located in front of straight rows of students' desks securely bolted to the floor. Such regimental arrangements were most appropriate for rigid drill, at which time the schoolmaster demanded that students "show slates" or recite parrot-like answers to questions from the textbook.

A modern classroom designed for group activities would be spacious enough that movable furniture could be arranged in positions to fit the needs of variable class activities. The only movable furniture found in some classrooms consists of plain chairs placed in the rear of the room to accommodate an overflow of students. Adjoining conference rooms with appropriate furnishings would be an added incentive to group activity. Likewise, school supplies such as supplementary books, encyclopedias, maps, periodicals, and modern equipment would encourage independent study.

A *fifth* requisite to successful student participation in democratic school control is moral support for the teacher and students concerned. The administrative staff, the board of education, and the patrons of the

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school would not only permit, but encourage and aid teachers in applying sound and up-to-date teaching methods for the purpose of promoting democratic behavior and attitudes.

One of the greatest obstacles to progressive teaching is the ridicule of teachers by parents who disfavor teaching methods which differ radically from those experienced by them when they attended public high schools. It is not uncommon for some people to criticize the teacher's attempts to promote democratic procedures before even investigating objectives or outcomes.

Fortunately, however, there are many more instances where teachers receive the full support and encouragement of the community for honest attempts to promote democracy in the schools. Any evidence that student participation in school control does actually promote democracy would of course stimulate such support. If the evidence exists it should be brought to the attention of school patrons through a carefully planned and executed public-relations program.

A sixth factor which tends to promote democratic behavior in the public schools is an effective guidance program. In order for a guidance program to be effective, however, it must enable the student to ascertain his skills, rate of development, and major points of strength and weakness in the most objective manner possible. The student may then be led to establish for himself a satisfactory level of living while maintaining a balance between his own welfare and that of the group with which he is associated.

The complete guidance program encompasses certain non-teaching functions which have a direct bearing on student relationships. For example, the practice of grading and reporting student progress determines largely how individuals fit into a group. Extreme competitive practices, where certain students are branded failures because of inherently low scholastic aptitudes while others, more fortunately endowed, are un-

duly extolled, are certainly not conducive to the general welfare and the democratization of the student body.

The preceding comments are not intended to suggest that order and control in the classroom should be eliminated or minimized. On the contrary, it should be the purpose of every school administrator and teacher to improve classroom order and control and to develop discipline in our youth. The main controversy centers around the meaning of "control" and the means by which it may best be attained.

The older concept emphasized immediate and blind obedience to orders emanating from above and motivated by methods of force and punishment. The newer concept of control is to enable one to be responsible for his own conduct and his own decisions. It aims at control from within the individual himself. Such control is engendered most readily where youth are given the opportunity to experience and appreciate the responsibilities, privileges, and joys which democracy affords.

Of course, if we do not believe in the democratic way of life it would be wrong to train for it. If an autocracy is preferred, then subjugation and regimentation should prevail in the classroom. Training in student initiative, cooperative participation, self-discipline, and self-expression would then give way to autocratic, relentless, and external control. It has been demonstrated in recent years that the objectives of either an autocracy or a democracy can best be achieved by education. The school is potentially the state's most influential and effective instrumentality of moulding social attitude and behavior.

Many educators think of the high school as a miniature society and contend that the habits of social behavior developed there will be manifested in adult life. If that is true it is logical to conclude that the future of our democratic society will be determined in large part by the extent to which students are permitted and guided to experience democracy in the classroom.



# THINK

*What study of semester-end tests  
in several high schools revealed*

## BEFORE YOU TEST

By

ROBERT C. HAMMOCK

IN CONNECTION WITH some work which I did not long ago with several senior high schools, it seemed a good thing to read all the examinations which teachers had given their students at the end of the first semester's courses. Some were excellent, many were good, still more were fair, and some were pretty terrible.

Neither the good nor the bad was concentrated in one or two subjects or in one or two teachers. For the purposes of this article, however, the examinations in English were selected, largely because that is the subject in which I feel most at ease. I taught it in secondary school for a long time before I became a university teacher. There were fifty-three English test papers, and thirteen of them have been used to illustrate the points that I shall try to make.

This is not a discussion of evaluation; nor is it a discussion of examinations. It is a plea to secondary-school teachers to stop to think about what they are doing in their attempts to teach boys and girls. There was no premeditated malice in the poor examinations—there just was not enough meditation.

There were many more passable exami-

nations than there were unsatisfactory ones, but the existence of even a few which evaluate questionable objectives is a blight on teaching. The semester examination is a good index of the kind of course which has been taught. Whatever the objectives of the teacher may have been, they appear in the questions which he asks on his examinations. Although we teachers of courses in methods say it many times in every course we teach, it is superfluous to admonish teachers: "Evaluate in terms of objectives. Go back beyond the memorizing of facts to basic objectives when you do long-term evaluation." Admonished or not, every teacher does just that.

Of the items which made the poor examinations poor, three categories will be put down here. They are applicable to English, mathematics, social studies, shop work, or anything else. All are based on memorizing by the student, and here they are: (1) the memorizing of uncomprehended labels, (2) the memorizing of definitions detached from their use, (3) the memorizing of items of questionable value.

1. *Uncomprehended Labels.* Imagine yourself confronted now with these questions on an examination in American literature:

Identify:

1. Noted sonneteer
2. Our greatest philosopher
3. Our best short-story writer
4. America's greatest humorist
5. America's greatest woman novelist
6. America's greatest woman poet
7. America's greatest essayist
8. America's first real poet.

You would be in a difficult spot if you

EDITOR'S NOTE: While this isn't an article on testing, Mr. Hammock uses 53 teacher-constructed tests given in several high schools to draw some conclusions about the quality of teaching that preceded and entered into those tests. Mr. Hammock is associate professor of curriculum and instruction in the Division of Extension, University of Texas, Austin, Tex.



were called upon to handle that question in an examination, for you know that several writers might lay legitimate claim to each of the labels. You would not be sure whether "our best short-story writer" was Poe, O. Henry, Hawthorne, or someone else. If you had taken the course with the teacher who gave the examination, you would know—if you could remember. You would know, because the textbook would have told you who "our best short-story writer" was. Without having had the course, you would try to think critically of reasons for naming one writer over another; having had the course (and having read the textbook), you would not have to think of reasons. But you would have to remember a name.

Let's look at another task:

Complete the following sentences:

1. Edna St. Vincent Millay . . .
2. Willa Cather is . . .
3. Mark Twain is known as . . .
4. O. Henry's stories have . . .
5. Washington Irving is called . . .

I am not sure how to complete these "sentences." If I knew what textbook the teacher was using, I might find the fact to complete the remarks about Willa Cather, Mark Twain, O. Henry, or Washington Irving. I would never make it with the first item, the one about Miss Millay. But if I had been in the course with this teacher, he would have sifted the facts for me, and I would know, if I could remember, just what that one all-important fact is about Miss Millay, and the ones about the others too. I would know, whether or not I had ever read the fourteen lines beginning "Euclid alone has looked on beauty bare."

You see, if you think, you cannot answer these questions. Uncritical tags are hung on writers and writings by English teachers, and on other items by other teachers. Textbooks hang tags on, too. The pupil memorizes the tags, or he does not; he passes the course, or he does not. Where are the objectives of acquiring a love of reading, of

improving taste in reading, or reaping the benefit of what great minds have thought? These objectives have yielded to the objectives of grabbing a fact, holding it so gingerly that it will leave no mark on the mind, and handing it back unsullied and still new to the teacher on examination day.

There is room for no more examples, but two completion items on an examination in art must be put down here. They are given without comment:

1. Art is as old as . . .
2. Art is . . .

### 2. Definitions Detached from Their Use.

Courses in grammar and composition are rich soil for definitions without examples of their use. When I was in the fifth grade, I memorized, "A verb is a word that expresses action, being, or state of being." I spouted forth this information regularly on call throughout many ensuing years. The first year that I taught English in high school, I passed on to my own pupils this same definition, until somebody asked me to illustrate the difference between "being" and "state of being." That was the end of that definition as a part of the English courses I taught.

A definition which is drawn up as the result of an experience with the thing defined is useful. It stores away something of value to be used again. But a definition which is separated from its use just does not make sense.

"Define a periodic sentence." This item was in an examination in tenth-grade English. It is nice to know what a periodic sentence is, but one can know what one is and continue to write in a loose style because he does not use periodic sentences.

"Define a paragraph. List five methods of developing paragraphs." It is good to know the five methods of developing paragraphs when you are beginning to learn to organize thinking into connected sentences. Notwithstanding, it is still better to develop paragraphs.

When testing is to be done, what should the teacher want to know? The teacher whose examination provided the foregoing item was interested in definitions and names. If the pupil remembers the right words, he makes a good grade on this part of the test. Can he think an organized paragraph and write it down? We shall never find out this way.

The examination from which the item about paragraphs was taken contains twelve tasks, some of them with several parts. It is an examination for a class in tenth-grade English which has been studying grammar and composition for one semester. The student is not asked for any writing, other than the creation of a sentence here and there, but he is asked for definition after definition. How well does the student's grammar function in his speech and writing and how well can he think? This the examination will never reveal.

Never, in this examination, is the student asked to think about something and to write what he has thought. Only mechanical rules are asked. He can make a perfect score on every item in the examination, receive an "A" in the course, and still be unable to think straight and to talk or write effectively. If the teacher included thinking and effective expression in the course, it is evident that he considered terminology and rote definitions of greater importance. It is clear, I think, where the emphasis was put and how strong that emphasis was.

3. *Items of Questionable Value.* Every teacher has a large mass of content from which to make up any course which he teaches. The teacher of English or American literature in the senior high school has the literary producers and the products of centuries from which to choose. In the high schools from which these examinations came, the teacher has one semester in which to teach American literature and one semester in which to teach English literature. This is not a long time, so he must choose carefully, with his students in mind, so

that his course will have significance in their lives.

He must see that his students sense the sweep of each country's literature, but it is of greater weight that he see that his students' minds and emotions meet the minds and emotions of the writers who have the most to give youth. Under any circumstances he will not be able to do this extremely well in one semester, but he can begin the introductions of minds to one another, hoping that acquaintance will follow.

For one reason or another some teachers forget these purposes. Achievement of such intangible objectives is pretty hard to evaluate. It is much easier to teach facts that the pupil can memorize and hand back on an examination. So we find such stuff as this counting as a large per cent of the total value of an examination:

"Name the periods in American literature; give the dates, one outstanding author of each, and one of his important works."

"List the periods in English literature; quote from all but the first, giving title and author of selection."

"Outline the periods of English literature in chronological order and name an outstanding author and selection with every possible period."

The remainder of the examinations which furnished these items consist largely of names and authors, names of poems and other literary types, and themes on literary selections. Only occasionally do pictures of human behavior or the principles of living appear. The youth may have himself added to his philosophy of life through the course, but it appears that the teacher has done his best to give him the impression that literature has been dead so long that it really never did live, so long that it has dates affixed to it exactly like those on a grave-marker.

How can a teacher of literature embalm literature in dead, dated packages and require the memorizing of the labels without looking inside the packages? How can he do that and sleep well at night?

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There is so much to do in every course that there is no time for the superficial over-organization of a course that some textbook writers and long-dead subject-matter specialists have added as padding. We must stop confusing shadow and substance. Get to the contents of the package and quit playing with the wrapping and twine!

These three faults which have been found with the examinations are not faults of the examinations. They are dangerous characteristics of the teaching which has preceded the giving of these examinations. It must be assumed that teachers have examined students on what the teachers have attempted to teach and have emphasized in the tests the things that they emphasized in their courses. Emphasis on memorizing terms, definitions, and categories without any assimilation of the motivating princi-

ples is boring, indefensible, and thoughtless.

Even though I have finished, I cannot resist pointing out one more thing. The Harvard Report sets down thus the thesis about to be illustrated:

What can happen in the pupil depends very largely upon what is happening in the teacher. If he is uncharged with crisp meanings, little is likely to be induced in his hearers; whence, of course, most of our educational woe.<sup>1</sup>

One teacher gave this completion item on one of the examinations: "An infinitive is when . . ." Look again at the first sentence of the quotation from the Harvard Report. I repeat, teachers can benefit from a little more meditation.

<sup>1</sup> Committee on the Objectives of a General Education in a Free Society, *General Education in a Free Society*. Cambridge: Harvard University Press, 1945, p. 117.



## Pay for Extracurricular Work

The Men Teachers of Minneapolis have had their Board of Education adopt for a year's trial, a schedule of pay for extra-curricular and overtime work, a definition of the school day, and a uniform policy of assigning teachers to such extra work. The payment is per semester unless otherwise noted:

Directors of intramural activities .....	\$ 50-\$200
Yearbook .....	\$150
Class play directors .....	\$100
Locker management .....	\$100
Debate .....	\$100
Music performances (5 per semester) ..	\$15 ea.
Newspaper (10 per semester) .....	\$15 ea.
Stage crew director—rehearsal or performance .....	\$10 ea.
Football coach .....	\$350
1st assistant .....	\$200
2 other assistants, each .....	\$100
Basketball coach .....	\$300
Assistant .....	\$150
Baseball coach .....	\$200
Track coach .....	\$200
Minor sports coach .....	\$50-\$100

Faculty manager .....	\$50-\$100
Equipment manager .....	\$50-\$100
Service assignments—afternoon .....	\$4 ea.
evening .....	\$6 ea.

Proponents of such a plan have one extremely good point to offer: it recognizes that extracurricular work is work and should be paid for. The easy assumption has often been that new duties, drives, competitions, this and that, can be dreamed up by the central office and added to the teacher's work—probably giving the teacher something to do, because teaching one's subject nowadays seems to take last place. As a matter of fact, for every new thing piled onto the teacher's work load something has been dropped out or has to be slurred over hastily.

Opponents of this plan point out the difficulty of a "uniform policy of assigning teachers" to extra work. They also point out that extended time on the teachers' work-day carries not "time and a half" but actually smaller pay than the regular hourly rate. Such people see the preceding schedule as an opening wedge in breaking down the basic pay scale of all.—*Chicago Union Teacher*.

# LET THE

*Ten occupational diseases  
that stalk the pedagogue*

# TEACHER BEWARE!

By

WENDALL W. HANER

TEACHING is a dangerous business! Just how perilous it can be has been revealed in the researches of Dr. Chekar Risk of Hardknox University and a group of specialists inquiring into the occupational diseases peculiar to the peculiar people who become teachers.

These experts are now setting up a consulting service and laboratory where their discoveries can be made available to all who wish to know the facts. To save you the trouble of standing in line, it is my purpose to bring you a preview of their somewhat startling conclusions.

The deformity found to be commonest among those in the teaching profession is *High-Shoulder Hunch*. Research has shown that the trouble is due to no weakness in bone structure. It is gradually developed by the teacher as he attempts to dodge criticism (and missiles) by pulling in his neck and raising his shoulders to protect his head.



EDITOR'S NOTE: *We feel that in the face of this disquieting report on occupational diseases that are spreading among teachers, we must try to strike a note of calm and resolution. While none of us knows when Schoolroom Squint or Class-Bell Nerves may afflict or strike him down, yet it behooves each of us to keep his chin up and his shoulder to the wheel. It won't hurt to drink lots of water and get eight hours' sleep, either, unless you can think of something more interesting to do. Mr. Haner teaches in the St. Joseph, Mich., High School.*

Experts who have specialized in treating high-shoulder hunch assert that they can tell the educator's teaching philosophy by the way his shoulders tilt—his educational leaning, as it were. If the right shoulder is carried slightly higher than the left, the patient is banking to avoid condemnation from the Right Wing—a reactionary PTA, old-fashioned parents, or other moss-back community elements. If the left shoulder is uppermost, the victim is anticipating trouble with the Left Wing—the extremely liberal, Progressive, or hog-wild contingent. For some unexplained reason, the high-shoulder hunch is more common among superintendents and principals than in any other group of educators.

The treatment prescribed for this difficulty is a round of back-slapping from both sides. This has been known to reduce the deformity almost overnight. But it must be done with great care, as there are many educators in whom it only increases a hunch that they are being pounded from all sides.

A very troublesome irritation from which teachers suffer chronically is *Schoolroom Squint*, known in its acute stages as the Cross-eyed Cramps. It is often accompanied by blurred vision, watery eyes, and reddened eye-lids. The difficulty is brought on by continual attempts to translate the hieroglyphics of Scribbler Joes and Scratchy Janes. And it is aggravated by the pensive scrutiny called for in evaluating Alibi Archie's skillful ambiguities. It frequently shows up, too, in forehead furrows, and may be a contributing factor to another prevalent phenomenon, *School-Teacher Scowl*.



The "squint" reaches an acute stage at examination time, as the teacher strives desperately to keep each answer steady long enough to be identified before it joins the wild throng of spots and dots snake-dancing along the margins. The best cure for school-room squint is a long summer vacation, preferably spent in traveling and regaining one's farsightedness, plus the ability to see the mountains beyond the morons.

The percentage of instructors who suffer from *Teacher's Tongue* is very high. The patient may complain of tripping over phrases, saying things to parents that he wishes he hadn't, or bruising his tongue in scolding students. But the principal symptom is a tongue surface marked by deep furrows, perhaps from running in the same rut year after year. This manifestation is called "geographic tongue" by the investigators, because it resembles a relief map. (It is not to be confused with the student interpretation of a "relief map," which, in their language, always signifies the welcome face of a substitute teacher.)

Another hazard in teaching is *Chalkdust Complexion*. It is especially irritating to women teachers who strenuously object to having their genuine or carefully counterfeited flower-of-youth complexions covered with the "flour of combat" in the classroom. Some have been known to use generous quantities of red chalk in an endeavor to save face and maintain a ruddy glow on their cheeks throughout the day.

One psychiatrist told of a woman teacher who had haunting dreams of writing sentences on the blackboard, only to find that the chalk lines had dropped off like string and draped themselves over the chalk-trays. At first, he was inclined to interpret this as her unconscious admission that she was an inadequate instructor for her pupils and was only "stringing them a line." But further analysis revealed that the young blonde had a horror of the chalkdust which so covered her skin that, at the end of the day, she looked as white and weak as she was.

Her nightmares disappeared completely when he advised her to wear only powder-base creams and rouge upon entering the classroom in the morning. As the day wore on, her skin became gradually and evenly coated with "teacher's talcum" in activated particles direct from the blackboard, producing a matchless smoothness obtainable in no other way. (The psychiatrist and the teacher have now gone into the beauty business on the side, opening a shop called The Chalkline Chatterbox.)

*Pencil-pusher's Paralysis* claims many a victim among energetic educators. Students who complain of writer's cramp after a short workout with their scribble-sticks know nothing of real digital exhaustion. This is reached in its acute form only by their instructors in the constant writing of reports and records and endless figuring of miserable totals and mean averages.

One teacher observed in the Risk Study worked all night on child accounting forms, guidance files, and student schedules. When his fingers "froze" with fatigue, he hooked a pencil on his thumb and thumbed his way through 50 pages. Then knuckle numbness set in. He immediately strapped his pencil to his wrist with Scotch tape and elbowed through the last 20 sheets.

If students can't always read the handwriting on the wall, they should understand that sometimes there's a reason.

Perhaps the malady which is most common among educators is *Financial Fever*. It often strikes just at the first of the month and frequently reaches epidemic proportions during the summer when teachers try to meet expenses with their small salaries or savings. The rising temperature is accompanied by emotional upsets and panic in varying degrees, according to financial circumstances.

Mental aberrations are also present in some cases. For example, one impecunious instructor developed a clothing complex and always wore the same suit—of a small checkered pattern. Psychiatric investigation

finally established that this was a symbolic gesture, a manifestation of the poor fellow's desperate attempt to adjust his personality to the small checks he was receiving.

The cause of the malady has been discovered by the famous Dr. Fisqual Farrit. Through the handling and signing of certain papers in the spring, the teacher contracts financial fever, but the symptoms may not appear until late in the following fall.

Strangely enough, no quarantine is suggested for this disease. On the contrary, it is recommended that as many as possible of the school people susceptible to the malady get together when the fever is at its height! Then, through cooperative effort, they may be able to secure sizeable amounts of "shekel serum," which is guaranteed to prevent the attacks if given in large enough doses.

Several psychological illnesses merit our consideration. One which is very widespread is *Extracurricular Exhaustion* or Field-day Fatigue. After such trifling work as a schedule of classes each day, teachers must be kept interested and alert by "outside activities." Student clubs, school plays, the PTA, faculty meetings, special help to slow students, coaching anything from football to chess, conferences with parents, making speeches—these and many other splendid contacts and diversions are provided by thoughtful school officials.

After tramping around regularly to seven or eight of these activities, however, some of the weaker instructors occasionally show signs of bewilderment and strain. Classroom tantrums, faculty fights, homicidal wishes, and other little idiosyncrasies begin to develop. And a few of the more articulate victims walk about muttering such sparkling epigrams as "Nuts to this!"

Then there is *School-Teacher's Schizophrenia*—personality split against the grain. It has its inception in the constant conflict between what the community expects of the teacher and what the teacher would like

to expect from the community—personal freedom.

The social-science instructor hovers nervously on the verge of expressing a political opinion, but finally gives it up and sneaks off to vote, hoping no one will trace his fingerprints on the ballot. The English teacher stealthily approaches the newstand to buy his little daughter a child's magazine. But the clerk turns out to be one of his students, with a wisecrack about his taste for good literature. And Miss Talbot, who coaches dramatics, stays away from the important movie on "modern morals" because she knows the student gestapo is everywhere and a dozen spies would report her "interest in evil."

After a few years of this, a padded cell would be so comfortable—but what would people say!

A disorder exceedingly prevalent among instructors is *Classbell Nerves*, or the Jangling Jitters. It is a psychological difficulty induced by being caught, time after time, right in the middle of a sentence by the loud clang of the dismissal bell. And teachers, thoroughly conversant with what happened to Pavlov's dogs at the ringing of a bell, swallow hard and wonder if they are leading a dog's life. Many of them manifest strange conditionings and some develop severe neuroses.

A case in point is the action of the teacher who, hearing his alarm clock ring in the morning, jumped out of bed screaming, "Take Chapter Eight tomorrow and be sure to bring your notebooks!"

And instructors with class-bell nerves frequently suffer acute social embarrassment. There was the time Miss Duffy, daydreaming in PTA meeting, heard the phone ring in the office across the hall. Reacting automatically to her class-bell conditioning, she promptly arose and astonished the assemblage by announcing: "You're dismissed. Go quietly, and be sure to pick up the paper wads under your seats."

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Educators also develop allergies. There are certain types of youngsters they can't stand, and often a violent reaction occurs upon contact with them. Teachers suffer from the troubles of adolescence all their lives—other people's adolescents. They develop flat feet from study-hall patrol and classroom stoop from leaning over pupils' desks. Loss of memory—in their students—plagues them constantly. They have dizzy spells trying to keep up with the schedule,

and earache from youngsters' noise. And headaches, high blood pressure, and the general jitters are very prevalent among their ranks.

But in spite of all this, these queer people go right on teaching. All of them are afflicted with the strangest malady of all—the *Teaching Fever*—for which there is no known cure, and which renders them deaf to all warnings about the hazards to be found in education.



## \* \* THE SPOTLIGHT \* \*

*Excerpts from articles in this issue*

The best test of the discipline of a classroom is what the pupils do when the teacher is out of the room.—*John H. Milor*, p. 423.

The responsibility of administrators should not end with the selection of these emergency-certificate teachers.—*Pencie Fulton*, p. 433.

I deliberately invited criticism from parents by trying to carry out a tolerance program by myself.—*Elvi K. Heikkinen*, p. 410.

"My principal backs me up" is the proud boast of the happy teacher—but when would a teacher ever gloat forth with "My principal leads me"?—*Franklin C. Hemphill*, p. 414.

The ability of school music organizations to make a community school-conscious runs a close second with the competitive sports and even surpasses them in some instances.—*J. Victor Bryant*, p. 428.

How can a teacher of literature embalm literature in dead, dated packages and require the memorizing of the labels without looking inside the packages? How can he do that and sleep well at night?—*Robert C. Hammock*, p. 398.

If any degree of rapport is established with the student during an attempt at sex education, there will inevitably be sex problems uncovered which demand more than a casual presentation of generalities.—*Marven O. Nelson*, p. 421.

Consequently the sports program, an expensive one, becomes quite commercialized itself. In addition, the dramatic and musical presentations are usually dragged to a lower level to attract a crowd and reap shekels for new football or basketball equipment.—*Nellie Z. Thompson*, p. 419.

One of the greatest obstacles to progressive teaching is the ridicule of teachers by parents who disfavor teaching methods which differ radically from those experienced by them when they attended public high schools.—*E. C. Bolmeier*, p. 395.

Isn't a mixed group always referred to by the masculine pronoun? Then why does America do its best to scare away desirable young men from the teaching profession by dooming them to be "she'd" whenever they are spoken of in public?—*E. Louise Noyes*, p. 407.

The deformity found to be commonest among those in the teaching profession is *High-shoulder Hunch* . . . It is gradually developed by the teacher as he attempts to dodge criticism (and missiles) by pulling in his neck and raising his shoulders to protect his head.—*Wendall W. Haner*, p. 400.

A disproportionate amount of time was being given to the periods of history preceding the Industrial Revolution. We found it possible to gain from seven to ten weeks of teaching-learning time by using as stock-in-trade the knowledges gained in the elementary and junior-high-school grades . . . —*Loretta E. Klee*, p. 389.

# SCHOOL-WIDE

## Technique of Play Production

By  
IRVING R. FRIEDMAN

IT IS THE AIM of every producer to present a show that is well executed, cleverly staged, carefully lighted, rapidly paced, strikingly mounted, and keenly directed. In the professional theater, the producer anticipates a smash hit, the birth of a brilliant new star, or rave notices by the critics. But in the school auditorium the success of a performance must be judged by other standards, despite the fact that we, too, open the doors to the community and say, "Come on in. Have fun. See your children perform."

Far more important to education than the ultimate performance are the by-products, the *modi operandi*, the developmental processes, and the development of interdependence among the participants.

There are two distinct methods of organizing a show—one in which the entertainment is the outgrowth of a single group guided by an individual teacher; the other in which the show becomes a school-wide project.

In our school we have been using the school-wide technique because it provides greater educational opportunities. We write our own scripts and follow the "variety patterns." By so doing we stimulate original

composition by students and teachers. Furthermore, we comb the school's talent, learn what we have, and decide what we can train. In addition we believe that as many students as possible should be encouraged to participate. So we plan several large production numbers using, in all, as many as two hundred actors. We feel that straight dramatic productions use too limited a number of players. The Broadway type of musical, for the most part, necessitates sets that are too elaborate or too costly.

Early in the semester, as chairman in charge of production, I confer individually with teachers of the English, music, and physical-education departments, and then invite around ten teachers to a conference in which we select a basic theme or idea, elaborate upon it, and decide the function each teacher will assume. We have centered our productions upon such themes as a U.S.O. entertainment tour, Latin-American good-will, and American holidays.

To illustrate: Calendar Cruise depicted a tour of the calendar in which we paused each month at ports of observance and celebration. In February we honored Lincoln and Washington in brief dramatic skits. March gave us an Easter Parade, with appropriate singing and dancing. In May we saluted our war dead with a pantomime at a gravestone in which all races paid tribute to the Unknown Soldier, as a chorus recited.

Having determined a theme, we then evolve a varied pattern embracing large choral groups (our choristers number one hundred), instrumental and vocal soloists, dancers, and dramatic actors. Our music varies from operatic arias to choir music

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EDITOR'S NOTE: *The play is not the thing, insists Mr. Friedman, who is production head of the "Show of Shows" staff of Cleveland Junior High School, Newark, N.J. The important thing is what the play can do to and for the pupils who participate. That's why this school goes in for plays with big casts—in whose production many departments of the school have a place.*



and jive; our dramatics from serious drama to comedy, farce, and satire.

Each teacher focuses his attention upon an individual production number. He supervises script writing and coaches his group.

Meanwhile, a second committee is at work—the production staff, a group of teachers who organize and train students to handle publicity and ticket sales, posters, set and costume designing, photographing and developing pictures of the scenes, printing of tickets and programs, and ushering. The chairman of production is in active touch with all the groups, assisting in any capacity necessary, especially with final integration.

If we examine the departments of the school we find that the majority are working on this one large project:

*English*—preparing the script, phrasing the program, and training the actors.

*Commercial and math departments*—distributing and recording ticket sales and handling finances.

*Music*—coaching all vocal, choral, and instrumental numbers.

*Social studies*—providing factual information for scripts.

*Science*—through its visual-aids division, lighting the show, furnishing the slides, arranging and maintaining the microphones; through its Photography Club, recording and developing scenes on film.

*Art department*—designing sets and costumes.

*Physical arts*—executing the sets.

*Domestic science*—executing the costumes.

*Printing department*—designing and printing invitations, flyers, programs, and tickets.

This cooperative method of show production offers manifold educational possibilities—so many that the by-products assume equal if not greater importance than the performance itself. Students learn to avoid tardiness and absences when a cast of two hundred people is depending upon them. Large audiences are assured, for most

parents and many friends naturally wish to see the performance.

Teacher-pupil barriers are lowered, as all must work together before, during, and after school at small conferences and luncheon gatherings as well as at rehearsals. The group soon learns that if success is to be achieved, the slogan of "One for all and all for one" is highly significant. Individual improvement commences as the arts of walking, gesture, meticulous speech, hair styling, make-up, color harmony, and choice of costumes are emphasized.

Discipline approaches the highest level. Of necessity it becomes intrinsic and self-directed rather than extrinsic and teacher imposed. Group sanction depends upon acceptable behavior, thus students who are not wholly exemplary in the classroom suddenly become paragons of control. We are able to bring about a natural situation where two hundred students sit through a performance with the most concentrated and receptive attention—a group including students who are the bane of some classroom teachers.

Large productions offer an excellent framework for the practice of brotherhood, since students of many races, national heritages, and creeds participate. To be specific, during a dance sequence, the *Floradora*, we paired a white girl with a Negro boy and a Negro girl with a white boy. Happily, no one, either in the cast or in the large audience, commented critically. Because each performer deported himself well, the number was not only accepted but also well received.

In our shows, we try to find a place for all types of individuals—the honor-roll student who memorizes a series of "sides" with little difficulty; the dull youth who is in dire need of some type of social approbation; the shy, retiring, friendless, mousy girl who would be "frightened to death" to be seen on the stage alone but who, as a part of a group, gains courage and what is even more important, associations; the ex-

trovert who needs a chance to exhibit himself; the schizophrenic, rejected by classmates, who achieves a sense of security and approbation; the truant who is lured to school because, though the classroom bores

him, helping to build scenery is a thrill!

Because of all this, we in our school feel that it is the by-products of the production that are most significant educationally. No, the play alone is not the thing.



## TRICKS of the TRADE



### *Time and energy savers*

By TED GORDON

**NUMBERED ALPHABETIZING**—To save time in re-alphabetizing cards, programs, lists, etc., which become shuffled for various reasons, try *numbering* the items in an inconspicuous corner in pencil, then rearrange them in the future by the numbers, erasing the pencil marks whenever you wish. Saves lots of time, also makes it easier for younger students to help you arrange materials!

**DICTIONARY HABIT**—Dictionaries placed on the blackboard ledge about the room make it convenient for students to reach for them.

**CLASSROOM LIBRARY**—By punching holes in periodicals, pamphlets, etc., and then hanging the publications from cup hooks on the inner surface of a cupboard door, an attractive classroom library can

be provided. The cupboard shelves, of course, are available for regular books.

**SAVE YOUR BLOTTER**—To prevent the edges of your desk blotter (other things, too) from getting roughed up, try folding a strip of transparent tape and attaching it along the vulnerable edges.

**STRAIGHT TALKS**—Students will find it more difficult to shift and slouch in giving talks before the class if you have them place a piece of chalk on the tip of each shoe and then balance a ruler delicately on the chalk.

**TRADING POST**—Establish in each class at the beginning of the semester a "Trading Post," directed by a responsible student. Have the class stock it with necessary supplies so that "forgetters" of such necessities as pencils, paper, ink, etc., may remain in class yet get what they need by trading something they have for something they need. No money, please!

**FORMS**—In a folder keep a sample of each form you use, writing on it the number available and its whereabouts.

**CLASS LISTS**—At the beginning of each semester, use onionskin paper and plenty of carbons to make copies of each class' list of names. You'll be surprised at how many uses you'll have for such lists.

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**EDITOR'S NOTE:** *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

# WHO'S WHO?

## Let's not "she" the "he's" out of teaching

By E. LOUISE NOYES

THE TIME is a September afternoon. The place is a large auditorium filled with the blue and gold of the September afternoon.

The people are the mixed group seen in any American gathering. Over at the left and through the center are women. Alert, well-groomed women, exactly like those in any of a dozen groups meeting in the same town on any one day. Scattered among these women are a few men. Is this the first fall meeting of the women's club? Apparently not, for far over at the right is a largish group of men. Take a good look at them. They are husky, bronzed from a summer in the open, as casually groomed as any other group of American men, with just as large and unstudied a display of Phi Beta Kappa keys and fraternity pins. Even a close observer would find it hard to distinguish them from any other group of men in the town.

But wait! A dapper baldhead, superintendent of city schools, is on the platform,

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EDITOR'S NOTE: Right, Miss Noyes! Not only is it bad usage to refer to the teacher as "she"—it's just as bad a public-relations practice as you say it is. THE CLEARING HOUSE editors always write of the teacher as "he." We never had to establish a rule to that effect. We just took it for granted. But sometimes we get fatigued editing a shower of "she's" to "he's" in some of the articles we publish. So if you ever saw a "she" blunder in THE CLEARING HOUSE, put it down to weary oversight. (Miss Noyes is head of the English department of Santa Barbara, Cal., High School.)

ready to give an address of welcome. The murmur of conversation dies down. Words float out into the warm September air.

"I am happy to welcome you all back to a new year of work. If it is to be a successful year, each one of us must do every thing possible to make it so. If any teacher thinks that *she* has been assigned to a position in which *she* cannot do *her* best work, *she* should see me immediately after this meeting ends." . . .

An announcement by a principal. "If every teacher will turn in *her* ten dollars to the central fund, we will soon have our quota."

A return to the main platform. "I'm sure that everyone will want to do *her* best about this fund, for it is vital to all the teachers of the state. And now let me wish you all the best of luck for the new year, with the hope that every teacher will do *her* very best in every day of it!"

Many complaints are heard in these days about the caliber of the young people, especially of the young men, who are going into teaching. Many people say without thinking (or knowing!), "Oh, I would not want to be a teacher; the men are all such sissies!"

Are they? Go back and read once more the description at the beginning of this article. Is it a description of a bunch of sissies? Scarcely! But whose fault would it be if they were? How would you like to be a perfectly good "he" and yet be "she'd" every day of your life? Would it have any effect on your masculinity?

Isn't a mixed group always referred to by the masculine pronoun? Then why does America do its best to scare away desirable

young men from the teaching profession by dooming them to be "she'd" whenever they are spoken of in public? Every one knows that morale within a group and prestige outside it are almost as effective as income in attracting worthwhile young people into the group. Why, then, add a double handicap to any young man who wishes to be a teacher?

Do I hear someone say, "Oh, this writer is completely wrong. Such things just are not said!"

No? Let's check on verse and chapter.

"If a teacher is returning books to the central library as a courtesy to another teacher, *she* should keep them separate from *her* own returns and marked with the name of the borrower." This comes from a bulletin of instruction put out by a well-known school system.

"As a matter of fact, no teacher worth *her* salt would have presumed to state positive views on any political question." (Incidentally, this sentence illustrates yet another reason why "teachers are, sometimes, *not* people.") This is from a discussion of school problems published in 1944.

One of America's leading liberal magazines in the issue of September 28, 1946, has an article describing a plan used in a mid-western suburb to improve the teaching in its schools. Primarily a plea for better salaries for teachers, the article by its tone of femininity does its best to scare off young men. Read and ponder the following statements.

"Like many modern schools, Blank had a teacher rating plan, providing regular checkups on teaching efficiency. Every teacher was given a descriptive rating evaluating *her* performance in the four principal areas of *her* work."

"In Blank a teacher's rating was never left to the judgment of a single person. It was arrived at rather in a series of conferences among supervisors, principal, superintendent, and significantly, the teacher *herself*."

The fall 1946 quarterly of a great national organization leads off with an article on "The Teacher's Place in America." After starting bravely with "he, or she, taught a group of youngsters to whom a 'licking at school meant a licking at home'" and "the teacher differed only a little from the community out of which he or she came," the article falls back into the usual stereotype of "she" and "her," with twenty of them in a short article.

And now a few selections from the October 1946 number of one of the largest state educational magazines: "The success of the homeroom depends upon the teacher. *She* must have faith . . . Not only must the teacher have faith in boys and girls, but *she* must know how to accept this new duty." From another article in the same magazine comes this: "A teacher having deposited 4% of *her* salary . . ."

Adding salt to the wounds in the self-respect of men teachers is the assumption that administrators are always men. The same article that "she's" the homeroom teachers says quite casually, "First should come a meeting of the whole group with the general administrator. It is really *his* duty to sell the idea. . . ."

These are almost random samplings from the flood of such references. Any reader who cares to take a little time to read articles about teachers and teaching can find his own examples by the dozens.

If you were a young man contemplating teaching as a career, would you be brave enough to go on in the face of such be-she-ing and belittling? You would? I wonder—

Let's stage a minor revolution; let's return his masculinity to every man teacher. Let's begin always to say, "The teacher . . . HE." Then watch the enrolment of men in teacher-training institutions go skyward, no longer earthward. Let's give the men teachers this special long-needed break, and then sit back and watch "each teacher (whether man or woman) do *his* best" for the children of America.



# I TAKE IT ALL BACK

A revised viewpoint on intercultural work

By ELVI K. HEIKKINEN

I WISH I HAD NEVER written that article—"Why I've Abandoned Teaching Tolerance"—which appeared in the October 1945 issue of *THE CLEARING HOUSE*. It has worn out my conscience.

A sense of guilt overwhelms me when I read of it or hear anyone mention it, for I fear that I have discouraged teachers who planned to teach intercultural education.

At one time I had hoped that the article would be forgotten, and during my summer vacation I heard so little about it that I believed it had been relegated to oblivion. But my wishful thinking came to an end when the skeleton in my professional closet was dragged out again by an author writing for *The Civic Leader* (October 28, 1946 edition). The opening sentence of his article was, "I've abandoned teaching tolerance. As a teacher gets older, it is wise" etc.

I am willing to take back the entire article simply because it was based on a false premise. Fear is practically an alien emotion as far as I am concerned. Even my bitterest enemy would not accuse me of being a "cowrin', tim'rous" person—but my best friend would not credit me with being

particularly courageous. I merely say and write as I please without considering the consequences.

For instance, when I wrote the previously mentioned article, I did not have the slightest suspicion that it would cause a minor flurry in educational circles. I was amazed when people credited me with courage. In other words, the cursed article did not "ring true," for it was based on fear. I was abandoning the teaching of tolerance because of fear of dismissal, fear of a split personality, fear of confusing my pupils.

Using fear as a basis, I described myself as being a very noble individual—a martyr who had withered under the onslaught of parental criticism—a sensitive teacher whose conscience cried out against sending unprejudiced young people into a cruel, prejudiced world—a frank individual who protested against the injustice of not being able to practice tolerance.

The article was a beautiful piece of rationalization. Since fear has never been a part of my make-up how could I honestly say that I was afraid to teach tolerance? I was not courageous enough to admit that I had failed because of my own shortcomings, so I groped for excuses and blamed others. I reveled in the martyr complex. I had at long last caught the disease so prevalent among spinster schoolteachers—the disease of self-pity.

But why had I failed? The key to that failure was in the first paragraph of the article. "I have bombarded my pupils with material—I have made tolerance the general aim in all my history courses—I have appealed—"

The program was doomed from the very

EDITOR'S NOTE: *The appearance of Miss Heikkinen's "Why I've Abandoned Teaching Tolerance" in the October 1945 issue of THE CLEARING HOUSE created widespread discussion among teachers, and resulted in an unusual number of letters from readers. Herewith, Miss Heikkinen tells about the aftermath of her article, and how she since has developed a new attitude toward intercultural education. She teaches in Royal Oak, Mich., Junior High School.*

beginning because a program of intercultural education and the "I complex" do not mix. Yes—tolerance can be taught by one teacher in a school system but not too successfully. The very basis of tolerance itself is cooperation, and yet it was obvious even from the article that I had failed to cooperate with my colleagues in carrying out a thoroughgoing program. I probably visioned the glory that would be heaped upon me if praise instead of censure had come my way. I probably dreamed of writing a smug article on "How to Teach Tolerance Successfully."

I hang my chowderhead in shame! I was not courageous—I was foolish.

Instead of spending so much time trying to make my own program successful, I should have spent more time, first, in trying to find out what my colleagues were doing in the field; second, in trying to sell the program to teachers with lukewarm or un-

sympathetic attitudes; third, in trying to sell the program to the entire school system.

If intercultural education had been taught in the entire school system—if it had been quietly integrated into the program (and not necessarily with the fanfare and publicity accompanying the Springfield Plan) the very evils which I decried would not have existed. I deliberately invited criticism from parents by trying to carry out a tolerance program by myself.

It would have been far more trying for parents to criticize every teacher in the school system. The wider the scope of the program the greater the chances are for its ultimate success. And in the long run—probably not during my generation—the other evils I mentioned in the article would disappear.

My hope is that if ever I attempt to write another article on the subject, it will begin with "We succeeded"—not "I failed."



## The Facts About War: Some Questions for Social-Studies Teachers

Do we teach our young people that, under the principles of Christianity, war is never justifiable, unless it can be called a war of defense, albeit it may require a stretch of the imagination to call it a war of defense?

Do we try to build up in them an honest hatred of war by telling our youth how many of their relatives and beloved friends were slaughtered or maimed in the recently ended war; that a debt of such magnitude was piled up against all the people that they, or their children, or their children's children will never live to see it paid off; that they themselves are likely to be taken over by the government and trained for another war? Do we tell them that it is possible for the nations of the world to have peace, and keep it, and continue indefinitely to live together in a state of happiness, friendliness, and prosperity, and that the large majority of the world's people want exactly that?

Do we teach them that, just as health is to be desired as a state of physical being, so peace, or the health of nations, is to be eagerly sought and firmly held as a state of national being, but that, like health, peace must be strongly desired, vigorously striven for, and can be held, only through unrelenting effort and constant vigilance? Do we teach our future citizens that the great advance in transportation and communications over land, over seas, through the air, and under the seas has made it impossible for any nation to live in isolation, or alone to preserve indefinitely a condition of peace and security?

Or, finally, do we teach them that, regardless of differences in race, speech, religion, or political ideology, they must learn to understand and sympathize with other peoples, that international cooperation is the only condition of peaceful and successful living?—EDWIN C. BROOME in *School and Society*.

# AWARD TRIPS:

Bradford firms finance one-week industrial education tours for high ranking graduates

By  
CHARLES W. CALLAHAN

EACH YEAR five leading industrial firms in the city of Bradford set aside funds (approximately \$500) to cover the expenses of a trip for the highest ranking seniors in each of the several divisions of the vocational department.

The purpose of the trip is to enable these boys to make inspection tours through some of the important industrial plants whose activities are closely related to the vocational work carried on in the school. The group is accompanied by the director of vocational education and one shop instructor or teacher of related subjects. Furthermore, the trip is not limited to industries in Pennsylvania, and is made as soon after graduation as practicable.

Recipients are chosen by a committee composed of the high-school principal, the director of vocational education, the shop instructors, and the teachers of related subjects. Although the work of this committee is completed a week or ten days before graduation, the public announcement is not made until the evening of the regular

June commencement exercises. At this time the award is conferred by the director of vocational education, and each recipient is presented with an appropriate medal, in addition to the privilege of making the trip.

Such a tour (a week in duration) necessitates careful planning and timing. Permission to visit industrial plants must be obtained, and the dates for the visits determined and arranged in a sequence that will keep non-essential traveling to a minimum. Schedules for trains and buses must be worked out to enable the group to reach each plant at the previously arranged time. Hotel reservations need to be made far in advance. It is an excursion done in real style to afford the group experiences well worth remembering.

All the arrangements, all the correspondence, and the myriad of other details relating to the trip are handled by an executive of one of the sponsoring firms.

*Selection of Students for the "Achievement Award."* Two main factors are considered in naming the boys for the award: scholastic achievement, and character and personality rating. The senior student in each of the vocational divisions who has the highest average in shop and in related and academic subjects is qualified for final consideration. All grades for each six weeks' period are used in ascertaining the average grade for each subject. The average grades are then weighted according to the number of hours taken in each subject. Hence the caliber of work done in the shop will carry great weight because fifty

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EDITOR'S NOTE: Mr. Callahan reports "something different in commencement awards": the annual Industrial Education Award Trip in which participate the highest ranking graduates of the Bradford Vocational School, which is a department of Bradford, Pa., Senior High School. Five local firms contribute about \$500 each year for the trip, which may extend into several states. Mr. Callahan is drafting instructor in the Vocational School.

per cent of the student's time is spent in the practicum field.

*Character and Personality Rating.* An average of ratings for character and personality, made by the teachers of vocational subjects, is considered an important element in the final selection. As was done in determining scholastic achievement, the individual instructor ratings are weighted according to the hours spent in each subject. The staff fully realizes that the components of character and personality are difficult to measure accurately. In considering the extent to which such qualities as leadership, self-reliance, industry, and good citizenship have been displayed by the seniors, every effort is made to arrive at a true estimate in a conscientious and unbiased manner. In all probability there have been times when the staff has erred in judging these qualities. Nevertheless, it is comforting to know that every award that has been made has had the unanimous endorsement of the vocational student body. There have been few, if any, censorious remarks.

As a last requirement, a Bradford Senior High School pupil must have completed three full years in the vocational department to be eligible for the award. However, this does not bar transfers from the vocational departments of other schools. If the transfer student meets the scholastic and character and personality standards, he may be considered eligible.

*From the Trip's Log.* The reader may be interested in a resume of the itinerary followed by one of the award groups. Incidentally, the writer was the lucky instructor who accompanied the boys on this trip.

*Monday:* The group established headquarters at the Hotel Statler in Buffalo, New York, and then traveled to Niagara Falls for an extensive tour of the Niagara Hudson Power Plant. Returning to Buffalo, we were the dinner guests of the

district representative of the General Electric Company.

*Tuesday:* We left for Erie, Pennsylvania, in the early morning. We were met in that city by an executive of the Urick Foundry Company. The entire day was spent in this plant, observing skilled and semi-skilled labor perform the many operations necessary to turn out castings, large and small. Dinner was served at the Shrine Club with the group as guests of the plant superintendent. More important, perhaps, than the meal itself, was the opportunity afforded the boys to discuss informally, with a man who had had years of experience in the foundry trade, what they had seen in the plant.

*Wednesday:* On our arrival in Cleveland, Ohio, we received an invitation to visit Nela Park, General Electric's "University of Light." With mouths agape and wonder in our eyes we viewed the miracles of light and electronics. This was an unanticipated stop—but certainly a most welcome and instructive one. Our destination in the afternoon was the Lincoln Electric Company, manufacturers of welding equipment.

*Thursday:* We visited the plant of the B. F. Goodrich Company of Akron, Ohio. When most of us hear the name, Goodrich, we immediately think of tires and tubes, yet these items are only two of the 32,000 products marketed by this company. Tired bodies and blistered feet did not dampen our interest and enthusiasm. We pressed our guides for every bit of information we could.

*Friday:* Our next jaunt was to Pittsburgh, Pennsylvania, with the Irwin Works of the Carnegie-Illinois Steel Corporation as our objective. Here again we witnessed industry in high gear.

What was unusual about this plant? In brief: its immense size, its cleanliness, its mass production, and the ease with which the heavy stock was handled and processed.

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This plant is justifiably proud of its plant hospital, one of the finest of its kind.

*Saturday:* The last plant on our itinerary was the Pittsburgh Screw and Bolt Company. It was our privilege to see striking examples of mass production of small parts on a scale almost unbelievable. Late that evening we left Pittsburgh and hurried home to Bradford just as fast as the ol' "B. & O." would take us—hurried home for a much needed rest, and to keep our dinner engagement with our sponsors, scheduled for Monday evening. (This was the final entry in the log.)

The diversity of the industries visited, coupled with rambles to museums, theaters, baseball games, and university campuses (when time permitted) had resulted in a trip that was informative, interesting, and exciting—and chock-full of good fellowship.

One would suppose, and naturally so, that the sponsors of such an enterprise would ask for a formal report and a finan-

cial accounting covering the entire trip. But in this instance the supposition does not hold.

Picture an oblong table staggering under the weight of a delectable assortment of food. Seated at that table are the five sponsors, the travelers, the superintendent of schools, and the high-school principal. Between bites and courses the story unfolds. With animation and alacrity the boys recapitulate their experiences and give thanks to those individuals who made the trip possible. Their informal stories at this time are all that is required.

Yes, sometimes it makes one feel good to be connected with the teaching profession, especially when there are men in the community who will manifest their interest in the school's work by backing such an educational project.

One last word: This trip should not be compared to the usual excursion taken at graduation time by the entire senior class. This is different—*the student must qualify.*

## "IN MY OPINION . . ."

*This department will appear from time to time. Readers are welcome to express their opinions pro or con on anything that appears in THE CLEARING HOUSE, or to comment on current problems of secondary education. We shall publish as many letters, or excerpts from letters, as space allows.—Ed.*

To the Editor:

Shortly after the appearance of the January 1947 issue of THE CLEARING HOUSE, containing my article, "Discipline: A Planned Pattern for Handling Offenders," so many letters and inquiries from readers began to come in that we had to give up sending individual replies and run off a 3-page form letter on the duplicator to keep up with the correspondence.

Enclosed is a copy of the form letter, which attempts to cover the seven questions that were asked most often. I tried to take the chill away

from the duplicated letter by adding longhand postscripts.

Thank you very much for your kindness in handling my article and in making it possible for me to add so many good friends to my correspondence list.

Dwight S. Davis, Prin.  
Senior High School  
Leominster, Mass.

To the Editor:

I've received more than 80 letters from readers of THE CLEARING HOUSE, commenting on my article, "Let's Really Test for Eyesight," in the December 1946 issue.

George F. McCahey  
Hope High School  
Providence, R. I.

An Open Letter to One "Barton Ames":

# PRINCIPALS are not leaders, but SERVANTS

By  
FRANKLIN C. HEMPHILL

DEAR MR. "AMES":  
I see by THE CLEARING HOUSE (November 1946) that you crave to be a better teacher, and that you are unable to do so because of your principal, who won't inspire and lead you. This he could do, you infer, if he were only to tell you that you *could* do better. In almost the same breath you malign the old boy (or could it be "old gal"? ) because he does not *insist* and *compel*. Such language!

Somebody has to take you to one side and talk to you. You can't make me, or anyone else, believe that there are teachers (even one) who want to be told—or urged, or compelled—especially by a principal.

In sizing up teachers with their "almost unlimited capacity for improving performance," you put it conservatively when you say they are victims of complacency. Teachers *are* complacency, my friend, and the principal is the one who has grown more complacent than the rest. Where have you been, Barton, that you would dare to suggest disturbing administrative lethargy? Isn't your principal frustrated enough as

it is? Disturbing complacency of others, be they fellow teachers or administrators, is No. 1 breach of professional ethics, or hadn't you heard?

You will find out, young man, as soon as the "eager beaver" stage wears off, that it is not inspiration that teachers want; it's freedom (and more dough). They don't want leadership; they want backing. They know which way to go, but they need someone to follow in their wake to take care of casualties and to prevent attack from the rear.

"My principal backs me up" is the proud boast of the happy teacher—but when would a teacher ever gloat forth with "My principal leads me"? The teacher (except perhaps you) does not want a shepherd; he wants a wolf dog. And if your principal is not a wolf dog, his teachers really do have something *against* him. Who, I ask you, is going to take care of the kids the teacher kicks out of class, and who ward off the irate parent in block-off-knocking mood toward the teacher? Surely not the leader; he'd be off in a corner with Mary Evans imploring and persuading her to be a better teacher.

So you want an incentive set up by your principal! Haven't you discovered that the principal is merely a servant of his teachers? Does the servant furnish the incentive for his master? And that's not all tish-tash, Ames, that they dished out to you in education courses at Corncob Teachers College about the call to serve youth providing un-

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EDITOR'S NOTE: "That article by 'Barton Ames' in the November 1946 issue of THE CLEARING HOUSE is a dandy," writes Mr. Hemphill. "But the author opens the way for an answer such as I have written herewith." Mr. Hemphill is assistant superintendent of the Compton, Cal., Union Secondary School District.

limited incentive for teaching. Remember? Must you call upon a broken-down machine tender for inspiration when you have 30 or 40 of America's finest sitting at your feet beaming forth inspiration right in your face? For shame!

Put yourself in your principal's place, Bart, (or would you prefer to wait and see if time won't do that for you?) and decide whether you would really dare to tell you how you could become a better teacher—leaving out insisting and compelling. Think how mad you as teacher would get at you as principal and what a fight you would put up to prove to you that you are really a better teacher than you accuse you of being. You could, and probably would, enlist other teachers, a parent or two, and

possibly a couple of alumni to help your case. See what I mean?

Yes, I would advise that you merely go along in your admitted mediocrity. Too bad your "reward dispenser" hasn't seen fit to dispense in your direction. But he may die some day, and if you are mediocre enough and complacent enough and sufficiently routine-enslaved, perhaps you will succeed him. Then you can get out the time-aged copy of your article, and if you dare and your stomach ulcers will permit, launch forth on a campaign with your teachers of telling, insisting, compelling.

I would almost be willing to bet that THE CLEARING HOUSE would publish the results.

(Signed) COMPLACENT ONE

## FINDINGS

**VISUAL AIDS:** Out of a total school budget of \$160,000,000, the Board of Education of New York City spends only \$50,000 a year on visual instruction, states Louis S. Goodman in *High Points*. Other large school systems spend from 5 to 15 times as much per pupil on their audio-visual programs. (The per-pupil expenditure in New York City schools is 7 cents, while that of St. Louis, Mo., schools, for instance, is \$1.17.) However, recommendations for a New York City audio-visual program that would require spending of \$7,000,000 in the 1947-48 school year are now before the Board of Education.

**SINGLE STANDARD:** Strangely enough, says Edward Reich in *High Points*, it's not the small school systems that are on the single-salary schedule,

but the large school systems. In 1944-45, some 58% of the cities of more than 100,000 population had single-salary schedules, while only about 40% of the cities of 2,500 to 10,000 had adopted the plan. In cities that haven't adopted the single-salary program, a teacher's pay seems to be based upon the distance of his pupils' heads from the floor.

**HIGH SCHOOL COSTS:** In the larger high schools of Idaho, costs per pupil are 41% lower, and teacher salaries are 14% higher, than in the small high schools with fewer than 50 pupils. The following figures of the State high-school supervisor are reported in *Idaho Education News*: In high schools with fewer than 50 pupils, average cost per pupil per month is \$23.25, and the average teacher salary is \$1,792. But in high schools with an enrolment of 300 or more, average cost per pupil per month drops to \$13.65, and the average teacher salary rises to \$2,051. (A recent 2-year study of education in Florida, reported in *Journal of the Florida Education Association*, questions the effectiveness of high schools that have enrolments of below 200. The study recommends: "High school centers which have a large enough enrolment to justify a better program should be planned and developed when possible."—Ed.)

**EDITOR'S NOTE:** Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, or even the scope of the study.

# TODAY WE LIVE:

## Allentown's fusion course for veterans

By

JOSEPH A. BARRETT and JACOB M. HORST

POPULAR in the Veterans' High School of Allentown, Pa., is a fusion course titled "Today We Live." It proposes to improve the skills and techniques of communication by utilizing the social experiences of the veterans.

The Veterans' High School, the Veterans' Service Center, and the Veterans' Trade Shops, have been provided by the public-school system of Allentown to serve the ex-servicemen of the city and neighboring communities.

In the Veterans' High School, all ex-servicemen have the opportunity to complete the requirements for a high-school diploma. The veterans, separated from the public high school because of the many differences between the returned servicemen and the average high-school student, can finish the requisite courses in the least amount of time by means of an individual-accelerated program.

Although many of the veterans found the



EDITOR'S NOTE: *The course explained in this article was developed to meet the interests of veterans who were not preparing for college. It is a fusion of English and social studies—dealing with the communications skills in terms of the veterans' social experiences. The course proved so popular that many college-preparatory students take it, although the colleges they expect to enter do not offer credit toward admission for the work. Probably many other colleges would allow credit for such a course. Mr. Barrett and Mr. Horst teach in Allentown High School, Allentown, Pa.*

program of the school generally satisfactory, some were critical of the rigidity of course requirements. To those with college aspirations there was only one answer. But to those who had no plans for higher education, the value of the content of some courses was questionable.

Especially was this true in the individualized English program, where the fixed content and the impracticability of developing adequate communication and listening skills provided little incentive for good work. This lack suggested to the school authorities the need for an additional course in English for the non-college preparatory students.

Thus, a fusion course that would combine the skills, techniques, and appreciations of the language arts with the material obtained from the exploration of the fields of social experience was provided to fill this need.

The social experiences of the veterans were many. Upon return to civilian life, however, these men experienced new and hitherto unsuspected social attitudes. Their social direction was vague. So, in realizing the social aims of the course, it was necessary to exploit the many experiences of the veteran that there might be developed in him individually an appreciation of the worth of the individual; the value of the family as a vital unit in an individual nation; the obligation of each citizen as a co-partner in America; and the strength of the state only through its congregation of individuals.

These social experiences provided the media for the development of the skills, the



techniques, and the appreciation of the language arts. Hence, the aims of the communication skills in this course are as follows: reading with understanding; writing with clarity; speaking with sincerity, intelligence, and simplicity; listening with thoughtfulness and discrimination; and evaluating all speech and printed matter with care.

This fusion course consists of twelve units of work. In order to stimulate the thinking of the veterans, each unit contains some phase of human events which is important to them. Therefore, of extreme importance is the timeliness of these events. So, the content of the course is constantly undergoing minor modifications which ever-changing events demand. Current materials find their way into the course, while out-dated matter becomes material for reference and comparison.

The fluidity of the material, comparable to that of events, enables the men to repeat the course at the close of the twelve-week period with no loss of interest. New men also enroll in the course at the end of the twelve weeks.

These twelve units, each designed to cover the period of one week, cover the areas of social experience based on the over-all theme, "New Problems and Trends Which Challenge Democracy." The twelve units or problems of the course are as follows:

#### *General Outline of the Course*

- I. Presentation of Some Challenges and Trends
  - The O.P.A.
  - Inflation—domestic and international
- II. Developing Human Resources Through Living
  - The national housing problem
  - Slum clearance
  - Government subsidization
- III. Developing Human Resources Through Free Enterprise
  - Labor
  - Capitalism vs. controlled economics
- IV. America, The Greatest World Power
  - Consequences of America's involvement in world affairs
  - The United Nations
- V. Looking Into the Past
  - America, aloof from the world

Isolationism—consequences and outgrowths  
The League of Nations

- VI. Science and the Improved Technology
  - Scientific progress
  - Effects on the human race
  - Jobs in the future

- VII. Great Pioneers in Science and Invention
  - America through scientists
  - Carver, Edison, Ford, Franklin, Westinghouse, Millikan, Urey, et al.

- VIII. Developing Natural Resources Through Economic Interests

- IX. Local—transportation
  - industry and business resources

Transportation—national trends

- X. How the Democratic Way of Life Emerged in America

America through biography

Washington, Jefferson, Paine, Franklin, Jackson, Lincoln, Anthony, Whitman, Roosevelt, et al.

- XI. Developing America Morally and Spiritually
  - The family
  - The church
  - Minority groups

- XII. Summary and Culminating Activities
  - Writing, reading, listening, and evaluating analytic objectives

To cover each of the twelve units, the class is scheduled to meet approximately one and one half hours every day. Although the classroom is the focal point for the discussions, for the correlation of ideas, and for actual work detail, yet the meetings are not confined to the classroom. The community, with its manufacturing plants, its business houses, its parks and historic spots, its churches and its synagogues, its schools and library, and all its aspects of civic functions, serves as the laboratory.

Whether in the laboratory of the town or in the classroom, the problem for the week gives the opportunity to utilize communication skills. Individual talks and group discussions of various types stimulate better speaking and keener listening. Written opinions and summaries offer the means of widening vocabularies, improving written expression, and detecting individual errors. Common errors of English usage become class property for general study. Finally, in

the reading of reports and articles, the class is able to improve pronunciation and voice.

To establish a receptive state of mind toward each unit, which usually begins in the classroom, some motivating force is necessary. Movies or slide-films provide the drive or motivating factor for a majority of units. At other times challenging statements, a radio broadcast, questions with a personal import, and individual experiences serve as motivating agents. Throughout each week the radio, recordings, and movies add their force as auxiliary materials. In addition, films are excellent for the summation of a unit in some instances.

After interest in the project has been aroused, the major objective of the unit, with minor points and suggestions in addition to pertinent statements and questions and observations, serves as an introduction for the expansion of the unit.

Next in order under the heading of "Materials" appears the list of reading and visual aids. These materials, selected from many sources, consist of current magazine articles, newspaper items, editorials, textual references, movies and slide-films, recordings, radio broadcast notices, etc.

Then there follow the language objectives, whether they are improvement in reading ability or in paragraph writing or in better speaking or in discriminating listening. In fact, the language objectives for any particular unit suggest steps and procedures for development. After the objectives, come hints for the use of the materials, leading questions, methods of application, and a tentative weekly schedule, important additions to the development of the unit.

The outcomes for that particular unit and the evaluating devices bring the unit to a close. These evaluating devices include

a subjective estimate, by the instructor, of the students' growth, plus a check test of communication skills and standardized tests in reading skills and skills of English usage.

Hence, each unit is a self-contained project that includes all necessary materials.

Upon satisfactory completion of the work of the fusion course, the veteran receives one-half unit of credit which can be applied toward graduation—but not to college entrance, because such a course has not yet found a place on the approved college list. Although this course has been designed for the terminal high-school student, it has also attracted many college-preparatory students. These men receive no credit toward college admission for their work, but they do receive practical values and experiences which they cannot gain in other courses.

Definite improvement in the communication skills is being made. Moreover, reading far in excess of the amount prescribed for the course, and writing with greater care than that demanded by normal standards, are among wholly unexpected outcomes. Incorrect English usage often evokes spirited arguments which can be settled only by the presentation of rules. Formal work is accomplished informally in unforeseen ways.

Furthermore, increased interest in civic and community affairs, stimulated by the work and discussions of the class project, is leading to students' actual participation in civic functions. Social growth and a more definite social consciousness are being realized.

"Today We Live" is an attempt in the classroom to better the skills of communication through the medium of social experiences. There has been success and failure. Much has been done; much more can be done; much more will be done.



### *Cup of Tea*

Here the teachers never meet. Back home we have some social contacts. While the children have their free milk, the teachers have 20 minutes for

a cup of tea and social intercourse.—ALICE ELLIOTT, a British exchange teacher in Pueblo, Colorado, in *Time*, as quoted in *West Virginia School Journal*.

# VS. ATHLETICS:

## The camel's nose is under our tent!

By

NELLIE Z. THOMPSON

"There are so many athletic activities and activities to support them (and the community demands victories) that there is no time for other activities."

PRIOR TO THE war this complaint was rampant—even chronic—but it was nearly always voiced in hushed tones or anonymously, for anyone of the profession bold enough to venture an adverse opinion about the athletics program was stamped publicly as a heretic—uncooperative, unprogressive, un-American, unwanted.

Particularly was this true in the small school, where the sports schedule impinged upon not only the fine-arts plans but also upon the academic routine. This situation could have been avoided by wise administration, but many small-town administrators have neither the training nor the time to be wise. They allow conflicts to develop because the calendar of events is not ar-

ranged well, because they have not foreseen the extent of participation in varied activities by pupils, because they have forgotten that the gymnasium cannot be economically converted from playing floor to auditorium day after day, or because teachers with extracurricular duties have only one quota of energy and time. Unfortunately this situation is aggravated by the administrator's acting as coach.

Primarily imbued with the ideal of service, administrators have allowed themselves or their small staff of teachers to offer more activities than they are humanly capable of supervising in a short 24 hours. They are trying to introduce a big-town program of activities with a small-town staff, equipment, enrollment, and finances. Because anything outside the academic core is extracurricular in a small-town set-up, and because the staff finally becomes bogged down with extracurriculars, the extracurriculars must be played off against each other and the three R's are eventually encroached upon.

Added to this is the common knowledge that the school boards allow an insufficient amount of money for the promotion of the varied program of activities. Consequently the sports program, an expensive one, becomes quite commercialized itself. In addition, the dramatic and musical presentations are usually dragged to a lower level to attract a crowd and reap shekels for new football or basketball equipment.

The academic classes are demoralized by interruptions and by juggling of marks to avoid depriving the basketball team of its fifth player. The glee club can't use the

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EDITOR'S NOTE: "For a decade," writes Miss Thompson to us, "I was troubled in my work with fine arts in rural, small-town, and suburban schools by the sports program's crowding out other activities—not from a standpoint of vested interests, but from concern for a well-rounded program for all pupils. I was not alone in my misery. The problem besetting the small school is snowballing. This gripe-article is similar to Friday night gripe sessions among the teachers imposed upon by the sports program. Though I am now employed in the Department of Secondary School Principals of the NEA, the ideas in this article are my own, and are in no way connected with the Association."

piano because it is in the gym where basketball practice is in full swing. The drama students can't concentrate because the Pep Club is in the next room, and the stage is unavailable because of the aforesaid basketball practice.

Miss Jones cannot induce John to stay after school to prepare an unfinished lesson in history because basketball practice is scheduled. Furthermore, the town fathers perpetuate the pernicious practice because basketball is good advertising and it glorifies Town Son more spectacularly than a music festival or a dramatic event.

The costs in money, equipment, health, safety, character, and learning are ignored. The pleas for intramural sports, modified athletic programs, less travel, higher drama standards, better musical productions, and guarded academic endeavors fall on deaf ears. Continued friction and its resultant

heat break down the morale of the faculty. Educational philosophers who waged a battle against developing a spirit of competition, in order to develop a more socialized populace, cried out in the wilderness where sports was concerned. A public-health crusade to include all pupils in active games—especially those who needed corrective attention the most—and to eliminate gradually the American Spectator has been almost forgotten.

The wartime de-emphasis of competition and travel is again receding into the background. The clarion call for physical training for all youth is dying out as the memory of shocking statistics grows dim. Drama and music are again engaging in raising money to re-instate the sports program, their own intrinsic values brushed aside.

Will no one openly take up a cudgel against athletics?



### *Tariff Contradiction*

Whether high protective tariffs are good or bad for the country has long been a very controversial question, but good or bad they are certainly no part of a policy which maintains that there should be no interference with business by government.

It is a curious condition that the greatest advocates of free enterprise in this country have also been the greatest advocates of high protective tariffs. Their attitude seems to have been that we should produce more goods in the United States than the mass of the people could buy with the wages that are paid to them and that the surplus goods (still belonging to the owners of industry) should be sold abroad in exchange for gold. The balance of trade is held to be the most favorable when the most goods go out and the most gold comes in.

This is a hangover from mercantilism, which held that the only true wealth consisted of precious metals. It might be asked, of what good is the gold after we get it? The United States now has two thirds of the world's supply of gold and it is buried in a hole in the ground in Kentucky.—JOHN BARR in *The Social Studies*.

### *Six-Mule Load*

Asking a teacher to handle thirty-five, forty-five, or fifty-five pupils in one grade seems to mean nothing to those who, not having done the work, cannot realize the terrific strain, the agonizing sense of failure, and the utter futility of trying to do more than a basic job of keeping enough order for the teacher to be heard above the din. . . .

This school law would work such miracles as would create a change found only in a few phases of American education: "Any superior found guilty of assigning more than thirty pupils to one teacher's direct care in any elementary school, whether private, parochial, or public, shall be deemed guilty of a misdemeanor punishable by two years' imprisonment or a fine of \$1,000 or both." . . .

When we lighten the elementary teacher's load, we build strong students of whom parents can be proud. This, in turn, sends pupils into high school with ability to read, spell, and write legibly. When the first contingent of these pupils under the maximum-load law reach high school, the American public will be willing to pay a twelve-months' salary to every trained teacher.—ADA S. BOYER in *School and Community* (Missouri).



# SEX EDUCATION:

## Where to start, where to go?

By

MARVEN O. NELSON

**D**URING THE PAST decade numerous articles have appeared in educational periodicals discussing the problems of sex education in the public schools. Many of these articles have been worthy of the finest consideration, but they have universally left a gap which my mind has been unable to span. The question that has perturbed me most about the whole subject is: "Where do we start, and where may we go in sex education?"

Anyone who has attempted to deal in any practical way with the problem of sex education has been brought quickly to realize that the whole problem is sandwiched between the extreme views of non-thwarted Expressionism and Victorian morality. These two philosophies are dynamically adverse to each other; and until we find some middle ground of common understanding between the two, the fellow who attempts to make a frontal attack on the problem is doomed to be the battleground of conflicting elements.

Then where do we start? The need is evident! Freud and his adherents have written numerous volumes to impress scientific thought with the neurotic trends of sex behavior. In at least one area such

writings have been successful: They have shocked both adherents and antagonists into a consciousness of the sex problem. The recent wave of juvenile delinquency has re-emphasized the urgency of the need. But the recognition of the need does not necessarily reveal the point at which the attack should be made.

Can a successful sex education really be accomplished by attempting to teach children and adolescents while the parents are confused and confounded by the extremes of moral philosophy?

Once a starting point has been determined, we must face the inevitable question: "Where may we go?" Shall we stop with an explanation of the reproduction of plants, animals, and man? If so, we shall soon come to realize that the average adolescent has already been educated far beyond our stopping place. Shall we give information about the dangers of the contraction and spread of venereal disease? Shall we go into the problem of sex perversions and conflicts? Shall we attempt to establish ethical and moral ideals? At what point in the whole field of sex problems shall we draw a stopping line?

If any degree of rapport is established with the student during an attempt at sex education, there will inevitably be sex problems uncovered which demand more than a casual presentation of generalities. George, age 17, came to my office for an interview after a lecture on sex problems. He was greatly distressed, and he explained his difficulty as worry over low grades. However, after a few minutes of nervous discussion of his grades; he screwed up enough cour-

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EDITOR'S NOTE: "Until the fall of 1946," writes Mr. Nelson, "I served as dean of boys and teacher at Central School, McPherson, Kan. During my work there, the problems expressed in this article came up many times." Mr. Nelson is now working on his doctorate at the University of Toronto, Toronto, Ontario, Canada.

age to tell me his real reason for coming to my office.

For several years, he had been hounded with the temptation to masturbate. Having been raised in a conservative religious environment, he felt his failure to overcome the problem constituted a cardinal sin. His distress had become so great that he found it impossible to settle himself to any constructive work.

Frank, aged 16, asked for an interview to discuss the advisability of his quitting school to go to another state for work. After a period of discussion in which I attempted to sell him on the idea of continuing his education, he revealed the real reason for his desire to quit. He was suffering from a fear that his relations with his girl friend

were about to culminate in a forced marriage. He wanted to run away from the premature responsibilities of married life and parenthood.

Like it or not, we are faced with the fact that one step in sex education demands another. And, in the final analysis, we are backed up to the problem of ethical standards and moral ideals. At the present time the average school is poorly equipped to deal with the problems of ethics and morals. But even if it were properly equipped, it would still be confronted with the gigantic problem of conflicting philosophies among its constituents.

So where do we start and where may we go in sex education? If someone has the answer, I will be a most enthusiastic learner.



## Recently They Said:

### *Add a Swimming Pool*

High schools and junior high schools have certain facilities—notably auditorium, gymnasium, music rooms, social halls, and athletic fields—which are the types of facilities in part that would be required in a district recreation center. Add a swimming pool, more space for field games, and picnic grounds, and you have made of the high school a superb district recreation center.—GEORGE HJELTE in *California Journal of Secondary Education*.

### *Adult Recreation*

There are those who predict that man's life may be extended generally to around 125 years, with homo sapiens growing neither gray nor fat nor bald. While this is likely an exaggeration, it is true that man's average age is steadily increasing, thus lengthening greatly the age period after the present normal retirement age.

The task of education in this area of preparation for use of leisure time is clearly indicated. In the preparation of the future citizen now in the schools, more time and emphasis must be given to the development of interests and abilities which will carry over into after-school life. One might mention a few such as: The development of art, music, and other similar aesthetic interests; hobbies with adult carry-over value; gardening, landscaping and

interior furnishing; development of literature and reading tastes with permanent interests; and recreational and sports interests which can be pursued throughout adult life.—ROBEN J. MAASKE in *The Phi Delta Kappan*.

### *Dayton Union*

On Monday evening, October 17, I had the pleasure of presenting a new charter [of the American Federation of Teachers] to a group of approximately 250 teachers in Dayton, Ohio. This group was made up almost entirely of high-school teachers. On November 18 I again addressed a meeting of more than 250 teachers at the Miami Hotel in Dayton. This group consisted largely of grade-school teachers. This splendid new local in Dayton promises to have a membership of 500 in the near future.

The sudden development of the AFT in Dayton was largely due to the failure of non-union teachers' organizations to negotiate a satisfactory salary schedule. Under the salary schedule proposed by the administration the increases received by some high-school teachers would be a little over six dollars per year. The teachers turned to the labor movement of Dayton for assistance and were advised to affiliate with the AFT. As a result of this advice the two large meetings were held in Dayton.—IRVIN R. KUENZLI in *The American Teacher*.

# DISCIPLINE:

## *A Principal Explains to the Pupils*

By

JOHN H. MILOR

**M**R. PRESIDENT, Members of the Faculty, and Members of the Student Body: Today I wish to talk to you for a very few minutes on the subject of discipline. Why should I address you on this subject in a school where the discipline is already good? My answer is that we wish to keep it so, and, if possible, improve it. Then, too, there is a larger purpose.

I believe that the principal of a school should know his students, and that the students should know their principal, and I think that they should like one another. I know that I like you, and I hope that you like me. That will make for a harmonious school. I have always said that if a teacher lets his pupils know the secrets, know the reason back of things as they are in the school, the students are usually quite ready to cooperate, because they are reasonable people and want to do the reasonable thing.

What kind of discipline exists within a dictatorship? Well, it's a lock-step affair. You do what you're told with no questions asked. If you don't, you are severely punished. Dictatorship is based on bestiality—bestiality means the quality of beasts—and the discipline of a dictatorship is therefore

bestial. I regret that there are some people who prefer to live under such a system.

But citizens of the United States hate that system. What kind of discipline is the aim of democracy? It is self-discipline that we want in our country, and it is the duty of the school to give its students that quality in as great a degree as is humanly possible.

The best test of the discipline of a classroom is what the pupils do when the teacher is out of the room. The other day I went into a classroom looking for the teacher. All the boys and girls were working, each at his appointed task. The room was extremely orderly. But I did not find the teacher. She had gone to the office. I took the occasion to compliment the boys and girls upon their outstanding self-discipline. I might remark here parenthetically that the situation reflected the influence of a very fine teacher. Boys and girls who are in her room are indeed fortunate. It is such discipline as I found there that schools in a democracy strive for.

How about noise in a school? I think that depends upon the activity going on. I would be shocked to step into the shop and find it quiet. I would know that every boy had died, and that would be a sad plight indeed. On the other hand, I would be equally shocked if I were to encounter noise in a literature class which was supposed to be silently reading some great work. Noise from "horsing around" is bad noise. School is the business of the adolescent. "Horsing around" is economic waste, and the democratic school reduces it to a minimum.

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EDITOR'S NOTE: Mr. Milor has definite ideas about the kind of wholesome, effective discipline that should prevail in a modern school. This article is a talk which he gave before the student body of Rialto, Cal., Junior High School, to emphasize the problems involved. Mr. Milor is principal of the school.

Of course, there should be some play even in school. All work and no play makes Jack a dull boy. But play must occupy its rightful place. Our self-discipline must still be with us in our play activities.

The policeman who makes us do the right things should reside within us. But there are individuals even in a democracy who, because that policeman is absent, must have control exercised from the outside. Do what you will, you cannot eliminate all such people. Of course, even though everybody had the right attitude, we would still need some help from the outside. Have you ever been in your car when at an intersection you meet somebody coming from left or right? You wish to be polite and so does the other driver. You wait for him, and he waits for you. You start up, thinking he will wait, and he starts up, thinking you will. A kindly traffic cop in that situation is a great help.

In schools the teacher is the legally constituted authority in matters of discipline, although often certain pupils are commissioned to assist under the teacher's direction, such as the president of the student body and members of your safety committee.

This brings us to a very important consideration, which is: the relationship that should exist between the teacher and the student. What manner of beings are your teachers, anyway? To tell the truth, they are very much like you. If you pinch them, they cry out in pain. If you treat them kindly, they react in a kindly manner. The relationship between teacher and pupil is not that of the dictator and his subject. Rather, it is a relationship of mutual respect and consideration for the rights of the other. I believe a teacher is wrong who uses biting sarcasm. That should never be permitted in a school. A teacher must respect your personality. On the other hand, I maintain that a student is equally wrong who gets "sassy." He fails to remember that the teacher is a person and not a post.

In a democracy there must be authority—within limits, of course. The teacher represents that authority in the school. Sometimes it is the teacher's duty, not just his right, to bawl a student out. People need to be bawled out sometimes. I remember once when I was in the ninth grade of a central Michigan high school, the principal, who was my algebra teacher, scolded me roundly because I always assumed such a studious expression every time he called on me, as if I were giving great and deliberate thought to his question, when in reality I had not done a thorough enough job of study. I had that coming. It helped form my character. I became a better student as a result. There is no doubt that sometimes we need to be scolded.

But some time maybe you will be reprimanded when you are not guilty. What will you do then? I advise you to keep your head. First, think of the many times that you did things for which you should have been punished but were not. Second, in respectful terms declare your innocence to the teacher, who if he is right-minded—and your teachers are—will be glad to rectify his mistake. Under such circumstances it has always been my policy to apologize.

I remember one boy in one of my classes in Phoenix, who I thought did something he should not have done. I talked rather sternly to him. He flared up a bit, inasmuch as he was not the guilty person. I investigated, found that I was wrong, and apologized for my haste. That boy and I were good friends all of the rest of the time I knew him.

In this connection it is well to remark that school is a good place to learn to get on with your superiors. You will have to do that out on the job. What place could be better than school for learning to get on well with other people?

Once in awhile a teacher has to demonstrate to his pupils the blessings of democracy. I once heard of an old-fashioned teacher who was unnecessarily strict. When

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paper fell to the floor during the day, boys and girls were forbidden to pick it up till the end of the session. Then, when everything was in readiness, the teacher gave the order: Turn! Bend! Pick!

I had a class once, composed of some rather noisy girls. I warned them several times that the noise would have to cease. They paid little heed, blithely going on in their enjoyment of the privileges of democracy without its responsibilities. I thought me of the turn-bend-pick story and told them that unless the situation improved they would have to endure the stings of dictatorship until they fully appreciated democracy. Still they thought my words empty and meaningless.

One day I stationed myself at the door.

As each girl entered I sternly told her to take her seat and to start work at once. If anyone got out of line, I bawled her out. I had to send one from the room. She did not like it. At the end of the class period there was strict military order in leaving the room. After a week of this kind of discipline my class decided that they were quite willing to return to democracy, with its accompanying responsibilities. And of course I was very happy because I believe so strongly in the democratic way of life.

I am convinced that if you remember the things I have said, and—more important—if you act in accordance with the principles set forth, you can maintain Rialto Junior High School at maximum usefulness to yourself and the community.



## Junior Safety Patrol: Training for Citizenship

Membership in a junior safety patrol gives training for citizenship. . . .

To make a safety patrol a functioning part of the community, there are certain precautions to be taken.

First, be sure the plans for the operation of the patrol are democratically formed, definite, and well organized. They should conform to the standards as set up and compiled by a joint committee of the American Automobile Association, National Congress of Parents and Teachers, National Education Association, National Safety Council, and United States Office of Education.

Second, the plans should be projected into the community. Third, proper contacts should be made with community officials and with service organizations to interest them in making your plans part of their program of activities. Fourth, keep the direction of the activities in the control of the school to prevent exploitation of the patrol's efforts.

The work of a patrol in Payson, Utah, is an example of what may be done by an active safety patrol in a community of about 3,000 population.

Each year, under the sponsorship of the safety corps, programs on community safety are presented by patrol members and pupil guests in six cooperating churches. The English, music, speech, and social-

science departments of the school share in the preparation of the programs. Once each year the local service club entertains the safety corps members and the city officials at a banquet. The corps has also assisted in supervising crowds at celebrations and has built floats with safety motifs for community parades.

Upon the suggestion of members of the junior safety patrol, a traffic survey was made. At the conclusion of the survey the patrol recommended that a blinker be installed at a dangerous street intersection and that pedestrian lanes—the first in the community—be painted at crosswalks. The state and commission installed the lights, and the safety-patrol boys assisted in painting the lanes.

The cooperation of one of the businessmen in the community was obtained and he permitted one of his store windows to be used for a display of safety posters and materials.

Boys and girls in the school, the faculty, fathers and mothers, and civically interested citizens became coordinated cooperators in the plan for the community's welfare. Boys and girls who participate with older citizens for the promotion of safety are not apt to become hazardous community members in later life.—N. BLAINE WINTERS in *Safety Education*.

# CURRICULUM—an ECHO

Adapted from a Greek myth

By KENNETH FRASURE

ONCE UPON A TIME, long, long ago, in a secluded part of an education library, there lived a nymph called Curriculum. She was noted for her universal beauty and charm. She was always the same. There had been almost no change in her form, character, or facial beauty (or at least if there was a change, it was so gradual that no one noticed it) since anyone now living in the library could remember.

During these many years there had been a few half-hearted efforts on the part of some to have her change the manner of doing her hair or the color of her nail polish—and on a few occasions it was even suggested that her clothing might be more in keeping with the spirit of the time if she changed her gown for an activity play suit. Even though these changes were suggested and sometimes tried out, they were not considered seriously.

Curriculum seemed quite content to go on year after year in her life with very little revision. Of course, in the beginning she had been quite beautiful and anyone who chanced to see her was in the early days quite overwhelmed with her beauty, grace, charm, and balance.

During these years of her youth she knew only a few other nymphs, such as Discipline, Test, Drill, and Recitation. The only man she had seen was Pedagogue, who was really only half-man and half-beast (somewhat in the image of the mythical creature, Pan). Now Pedagogue was so ugly and unattrac-

tive and paid so little attention to Curriculum that she early made up her mind to remain unmarried.

After several years of loneliness she one day glanced up from her library shelf to find Educator looking squarely at her and seemingly puzzled at her appearance. He had been looking at Curriculum for some time before she saw him, and he had decided that if Curriculum were changed she could become a nymph of rare beauty.

As Curriculum looked at Educator she was suddenly filled with deep emotion. It was love at first sight. She was putty in his hands. He had but to do with her as he would.

Educator, however, had seen many nymphs who seemed as beautiful as Curriculum—and they had all fallen deeply in love with him. After all, there was quite a contrast between his handsome features and those of Pedagogue. He was about to pass on when Curriculum called to him and remarked on his great personal charm. She even forgot all of her shyness and offered to marry him and make him famous. She went further and offered to bear him several little "curriculums" and many "revised curriculums."

Educator was not taken in by this line because he had heard it before. However, he did say that he would marry any nymph who could let him see his true and beautiful image. Upon hearing these words Curriculum led Educator to the pool of Curriculum Revision, which was placid and calm because it had been so little used. Educator took one look into the pool and fell on his face before it, admiring his own ideas which were reflected in the water. Soon he forgot all about Curriculum.

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EDITOR'S NOTE: *This brief take-off is by the assistant principal of University High School, University of Illinois, Champaign, Ill.*

Curriculum waited and waited. She called and called but all to no avail. Educator was completely absorbed in the work of admiring his ideas. As he looked into the pool of Curriculum Revision, he could see his past before him—and so there he lay, stroking his locks and dreaming about his past.

Curriculum faded farther and farther into the background until she became merely an echo. If you go into our library today and call for Curriculum in a loud voice, she will repeat your ideas back to you with little perceptible change. It is

true, of course, that through the years her voice has become coarse and husky, so that now she shouts those words back to you in what seems to be a voice torn with emotion and desire for the things in life that she has missed.

If life is to be assured and the balance of the child and school planitarium is to be preserved, we must have new curriculums and many curriculum revisions. Teachers must go to that part of the library where Curriculum has been for so long and set things right between Educator and Curriculum. It is late. But it is not too late.



## Cultural Credo of an English Teacher

By SAMUEL H. LEVINE

AS A HIGH school teacher of English in a progressively democratic society, I believe with a perfect faith

That Democracy is a way of life requiring cultural pluralism for its fullest fruition, That to keep growing, America must be safe for, and productive of, differences that reinforce its safety,

That all education in the United States should be so predicated, organized, and conducted that respect for different cultures is recognized as a secondary aim in the conduct of every subject and activity,

That respect for differences—like any other character development—cannot be taught only as a self-contained subject, but must, if respect is to supersede intolerance, grow out of specific content, relationships, and perplexities,

That each subject or activity, curricular,

co-curricular, or extracurricular, by nature of its content, development, or form, has a particular contribution which it alone can make to furthering intercultural,

That the English language, in its growth, structure, and literature, is a prime exemplar of cultural pluralism and man's struggle for freedom and breadth,

That we teachers of English can best attain our intercultural objectives not by attempting to wage the entire "good fight" at the risk of unorganized and inept duplication, but by limiting our preplans to areas that have indisputable validity as English activity, and by concentrating on the quality and thoroughness of our efforts,

That we teachers of English contribute most to the maturing Americanization of our pupils when we consciously endeavor to infuse our thoughts as well as their literature, our words as well as their etymology, our deeds as well as their deportment, with the lofty yet basic principles and attitudes of one world's intercultural.



EDITOR'S NOTE: *Mr. Levine teaches English in the Eastern District High School, Brooklyn, N.Y.*

# What to Look for in a MUSIC TEACHER

By  
J. VICTOR BRYANT

*Dear Superintendent,*

PERHAPS you have wondered what to look for in a music teacher. The answer will of course vary with the individual situation and with the supply of applicants. However, the answer in the broader sense will depend upon your attitude toward the place of music in the public schools.

Is it there by sufferance only, because other schools have it, because a few of the townspeople demand it, because it is recommended by the state? Is it there to serve as another means of advertising the school to the voters and taxpayers? Or is it there because of a sincere belief that musical experience at a performing level is of value to the individual pupil and will reflect positively in his other school work and in his character as a citizen when he leaves school?

If music is thought of in the first or extra-curricular sense, the problem is fairly simple. All that is required is a reasonable amount of disciplinary ability in the classroom to save you headaches, and enough musical background to avoid the more obvious pitfalls which might make your school slightly ridiculous in the eyes of your colleagues.

The ability of school music organizations to make a community school-conscious runs a close second with the competitive sports

and even surpasses them in some instances. The man to exploit this field is the man who has been or could have been a master salesman, with a flair for the dramatic if possible. He is able to sell himself to the public, sell instruments to the students, sell music to the school board, and the whole program to those organizations which devote themselves to civic betterment. In addition he will be able to organize all the divergent elements of the school to help him with these jobs. Last but not least, he will have the money-getting abilities of a college president. The trappings, uniforms, etc., which really get attention cost more than most school boards can or will pay. In short, he could probably make a great deal more doing something else, entirely discounting his knowledge of music. If you get such a man it will be because he is willing to take less because he likes music and public performance more.

If your idealism is well reinforced with structural steel you may be looking for a musician who is also an educator—an educator not in the language he uses, but in understanding of the relative importance of this subject to the total job of education and the unique values which it has to offer. If you are, be prepared to compromise. Such men are rare.

This man—when and if you find him—will have wide cultural background, wide interest and knowledge of other fields, in addition to being a well-schooled musician with knowledge and professional attitudes on all forms of music. He will, of course, have as much as possible of the qualities detailed in the preceding paragraph. He

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EDITOR'S NOTE: *In giving administrators some suggestions on selecting a music teacher, Mr. Bryant also interprets to them some of the problems of an often misunderstood department. He is supervisor of music for the Oregon City, Ore., Public Schools.*



must, since the things he has to give require the right setting and background to be seen at all.

To try to give a musical experience to the individual pupil without the right instrumentation or voicing in the group to which he belongs is like trying to play baseball with five players in a swimming pool. This candidate will always want more in the way of equipment and a place to use it, and why shouldn't he? His subject is qualitative analysis more than it is music, and that on a level where every element of acoustics and student morale is of greatest importance.

The ideal music teacher teaches the mind, the eyes, the muscles, and the emotions to work together to the end that the nose will not be offended by the result. In doing this he is dealing with the real tools of learning and is setting them up in a production line which will discourage bottlenecks in direct proportion to his success in implanting the

importance of qualitative distinctions in his students.

We have progressed a long way from the days when a certain amount of musical skill was supposed to enhance a young lady's chances of making a good marriage. Many nationally advertised products are taking care of that field in one easy application instead of years of lessons and practice. Neither do we expect to make virtuosi out of many of the young people who sing, scrape, or blow in our school music organizations.

We do, however, hope to make them quite expert in the field of human relations, and those relations are made up of nuances, abstractions, feelings, emotions, commonsense, and in fact all those qualities which are the real subject matter of music in the schools. However, even if some of these statements sound like gibberish, music is still one of your most valuable contacts with the public.

## My Pupils Are Funny People

(Excerpts from an article by

DOROTHY MALONE SLADE in *North Carolina Education*)

One morning an unusual clamor arose. The hubbub increased in volume and intensity. As I looked around to determine the cause of the uproar, a voice from the rear shrilled in protest.

"Miss Slade, make him stop biting my fingers!"

"Make him get his hand outta my mouth," came the muffled response.

Returning a set of tenth-grade test papers which bore grades decidedly below the desired levels, I sighed ruefully, "Some of you can't tell a verb from a mule!"

Eugene Carroll's face brightened.

"I can," he said. "You say, 'Whoa!' and if it doesn't stop, it's a verb."

On one occasion before turning in a test paper, one of my boys called my attention to a question at the top of the page and urged, "Count that

wrong. Someone told me the answer to that." Noticing how painstakingly he had filled in the complete answer, I asked, "If you were going to tell me to count it wrong, why did you write it out in the first place?" He grinned sheepishly.

"It looked sorta bare up there," he explained.

While teaching a few basic points regarding the history of English literature, I noticed that my class was unusually apathetic. Nevertheless, there were a few who were alert. One boy appeared to be listening attentively, and I decided to fix my attention on him in order to combat my own ennui.

Meeting his eye, I launched forth into what I hoped would be an interesting discussion of the Anglo-Saxon period. He winked solemnly. It was fortunate that the bell rang a few seconds later, for I was having difficulty in suppressing an unprofessional giggle.

# IT WORKS!

## *A faculty's 10 years of democratic experience*

By MALCOLM B. KECK

FROM 1936 to 1946 the personnel of Prescott School studied, discussed, and practiced living together democratically. This was our major objective. The principal published a number of magazine articles which reflected the thinking of the group. Democracy is most delicate and complex—and yet, it is as simple as treating the other fellow the way you like to be treated. It is not entirely safe to generalize, but I shall make three generalizations:

A. Democracy begins with a state of mind. It is a way of managing your daily human relations.

B. So far, not many people have learned to live democratically at home, at work, in the community, or in the world.

C. Until you are willing to grant that your neighbor (whether black, yellow or white, rich or poor, German or Russian) is entitled to the things you desire most for yourself, there will not be much democracy in practice. Instead we shall reap confusion and destruction.

*By-products of practicing democratic ideals in a school:*

1. People are happy, not miserable—one gets pushed around—and they really enjoy living and working together.

2. Each person is respected. There is a

strong group feeling for justice and reason which nothing can stop.

3. Individuals try to help one another rather than get ahead of someone. We look for opportunities to give a fellow worker a lift. No one is smeared or discounted. Each individual feels just as important as anyone else. Teachers are more natural and genuine. They forget about making impressions and doing things for show.

4. People are accepted without suspicion, doubt, or distrust. Each individual is accepted regardless of his quirks or differences. No one is expected to be perfect or never to make mistakes. There is faith in the possibilities of humans to do and be better.

5. Teachers and pupils come to have the highest regard for truth and facts. They are not easily deceived by the half truths, one-sided pictures, and distortion so often advanced by monopolistic interests.

6. Teachers, parents, and pupils become more important than regulations. Since no one can do as he pleases, building organization and execution of details become more important than ever. The smallest detail is not overlooked. Everything goes smoothly without confusion or chaos. There is balanced control with ease. It clicks.

7. Human beings begin to feel secure and to lose destructive fears. They do better work because there is unity and no one takes himself too seriously. They discover that some little thing that looks big today will not make much difference ten years from now. They gain confidence and believe in themselves and the possibilities of the future.

8. When teachers learn to practice democratic ideals, youngsters respond with en-

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EDITOR'S NOTE: During the ten years that Mr. Keck was principal of the Prescott School, Minneapolis, Minn., he and the faculty worked at the problems of living together democratically. Mr. Keck is now principal of Folwell Junior High School in Minneapolis.

thusiasm and are happy in as well as proud of their school. They like to go to school because they are happy there. It has ceased to be a dull routine. As a result parents cooperate and join in the constructive program. The teachers and principal have the confidence, good will, and the respect of parents as well as pupils. The school becomes a constructive laboratory for practicing democracy.

9. Teachers talk less and understand more. Rarely does anything have to be explained. The principal knows before an issue is presented how the group will respond. No one is petty or narrow. The principal and teachers are not pestered about inconsequential details. Everyone knows how he stands with the principal and his fellows so he goes ahead with understanding and confidence.

10. People soon forget about their rights (they are taken for granted) and they think more about their responsibilities. Pupils participate in their own management under direction and supervision. Responsibilities are fixed and folks come through without feeling burdened. It is fun to make things work out.

(Idealistic, utopian, visionary! Nonsense, it is the only thing that works. Therefore, it is most practical and realistic. Any other arrangement of things leads to confusion and conflict in school—murder and destruction in a world of atomic power. That is impractical. If you are still skeptical, I say with humility that I spent ten years in this school and we made it work. You may write to my teachers, janitors, nurse, or secretary and see what they say. They will join me in saying "It Works.")



## Two Plans for Strengthening School-Community Relations

It seems to me there are two areas in which to secure closer school-community cooperation in Wisconsin. The first would include activities which would bring the parents of the community into the school, in order to acquaint them with the aims and programs of the school and to use their experience improving that program. We have been doing this by open-houses which are not the end. Parents should be brought into schools for other purposes: to come with the child for conferences with the teacher for planning the child's course of study and future career; to chaperone school dances; or participating in forums or councils on curriculum, guidance, or social problems.

The second area is a very urgent need for teachers to go out into the community and participate in community affairs. Communities should be awakened to the trained specialists in their midst. The days of the cloistered school marm should end. Young minds are not the only ones in a community which need teaching. Time moves rapidly now. The atomic age finds most men's thinking untrained for a new way of life in a new world. Teachers should serve on discussion panels, welfare councils, housing commissions, youth committees. They can be their own public-relations agents.

I do not believe communities should expect this kind of service if the duties are added to a teacher's over-crowded day, but if this sort of service can enrich the lives of a community, then school boards should arrange a teacher's program so that his talents and influence can reach beyond the walls of the school house.—MARGARET TEUSCHER in *Wisconsin Journal of Education*.

### *If Any Time Is Left*

Routines of regimentation and red-tape, congestion, large classes, excessive teaching loads, fear, insecurity, and exploitation for quasi-administrative and clerical functions are sapping the energies of many teachers, causing many to leave teaching for more remunerative and less nerve-racking fields, while others hang on until they retire or collapse with nervous prostration. In one big and supposedly "efficient" commercial high school in the Midwest there was quite common agreement among the faculty that continued tenure depended upon the following of this admonition: "Keep your many detailed records accurate and in perfect balance, and then—if you have any time left—teach." WALTER G. O'DONNELL in *The American Teacher*.



# SCHOOL NEWS DIGEST



Edited by THE STAFF

**CONTESTS:** Of the many national contests that seek participation by schools, only 23 have been approved for the 1946-47 school year by the National Contest Committee of the National Association of Secondary-School Principals, announces the *Bulletin* of the NASSP. The Committee investigates national contests, and approves only those in which the educational values for secondary-school pupils seem to outweigh the direct or implied commercial aspects.

**ATOMIC UNIT:** A resource unit for secondary-school teachers, *Living in the Atomic Age*, written by 9 teachers and edited by Dr. Harold C. Hand, has been published by the Bureau of Educational Research, University of Illinois, Urbana, Ill. The 59-page pamphlet deals with the problems of atomic energy. The pamphlet is being distributed to Illinois schools, but a limited number of free copies is available for secondary schools outside the State. Reproduction of all or part of the pamphlet, exclusively for non-profit purposes, will be granted upon written request.

**EXPERIMENT:** As an experiment, one of the 26 elementary schools of Flint, Mich., -was given enough funds to maintain a "reasonable" school program, says Lewis C. Fay in *Michigan Education Journal*. The school was in a neighborhood with more than the average number of social and economic handicaps, and ranked 22nd in educational achievement among the city's 26 elementary schools, when the experiment began two years ago. In one year the school advanced to 6th place in ranking—and after two years its 6A class is tied for first place among all of the elementary schools in Flint. The main improvement in the experiment was reduction of the pupil load per teacher from an average of 37.5 to 30. Also, "reasonably sufficient supplies" were granted to the school. As an example of pupil progress in the experiment, the present 6A class showed a growth in 16 actual school months equivalent to normal expected growth in 27 months. In 1944-45 the per-pupil cost in all Flint elementary schools was about \$90. In the experimental school it was \$11 more per pupil.

**YOUNG SCIENTISTS:** More than 275,000 boys and girls are now members of 10,500 clubs affiliated with the Science Clubs of America.

**CONSUMER:** Five additional teaching-learning units in the "Consumer Education Series" for high schools have been published by the National Association of Secondary-School Principals, 1201 Sixteenth St. NW, Washington 6, D. C. Titles of the new units are: The Consumer and the Law, Managing Your Money, Buying Insurance, Using Consumer Credit, and Investing in Your Health. Single copies of the units are 35 cents each. Free single copies are available upon request to all members in good standing of the NASSP.

**SUPT.:** After a "much-ballyhooed, 10-month, nation-wide search" for a new superintendent of schools for the New York City public school system, states the newspaper *PM*, Dr. William Jansen, an assistant superintendent in the system, was elected by the Board of Education in a 4 to 3 vote. The choice had narrowed down to 3 superintendents of schools of other cities, and two assistant superintendents of the New York City system. Dr. Jansen received 4 votes, and the other 3 went to Dr. Willard E. Goslin, superintendent of schools in Minneapolis, Minn.

**DENVER:** When the coal strike late in 1946 caught the Denver, Colo., Public Schools short and forced them to be closed for a time, Denver school people showed their resourcefulness in carrying on a program without benefit of school plants, reports *Denver Public Schools Instructional News*. Eight principal projects were developed, and during the shut-down many teachers worked in them "far beyond the normal number of hours":

*Home-study programs*, with assignments that pupils could prepare with a minimum of help, were planned. At all levels, teachers met with pupils at least twice to make assignments.

Hundreds of *clinics* were organized in neighborhood homes, where teachers met with small groups of pupils to assist them in their home assignments.

Ten series of special *radio programs* were produced by a staff of more than 150 teachers. Telephone surveys indicated that the average broadcast was heard by 5,000 to 8,000 pupils.

*Newspaper assignments* prepared by several committees of teachers were carried daily in two Denver papers.

Assistance to public librarians was given by school

(Continued on page 446)





## EDITORIAL



# The Emergency Certificate Teacher Needs Help

THAT THERE is a serious teacher shortage in the United States is an accepted fact. Newspapers publish statistics. The radio emphasizes the issues involved. Magazine articles offer no satisfactory solution. Classrooms without teachers, or with teachers inadequately prepared for the job, bring home the seriousness of the situation to parents whose children are the victims. Adding to the general gloom, reports from colleges indicate a decrease in the number of students enrolled in teacher-training classes.

To fill the vacancies created during recent years when so many teachers have left the profession, teachers with emergency certificates have been appointed. It seems certain that this practice must continue indefinitely, for teachers, now that the war emergency is over, are not returning in the great numbers once anticipated. Furthermore, the number of teachers in training is not sufficient to fill the vacancies which normally arise from year to year. The employment of emergency-certificate teachers is, then, the obvious temporary solution to the teacher-shortage problem.

But in solving the problem in this way another problem is created. These teachers begin their work seriously handicapped. Many of them are returning to the classroom after years of retirement to be confronted by changes for which they are not prepared. Many others are beginning teaching not only without professional preparation but also without adequate educational background.

It is inevitable that the work of our

schools must suffer under such conditions. Keeping the damage as small as possible calls for concerted action on the part of all concerned.

The responsibility of administrators should not end with the selection of these emergency-certificate teachers. Plans for the orientation of this new group should be made and put into effect in order that the educational program may be carried out as satisfactorily as possible under conditions which at best are far from ideal. Institutes, conferences, and workshops before the opening of the session can be utilized to give these teachers an over-all picture of the school's philosophy, policies, program of study, and special problems to be encountered. Provision should be made for the continuous in-service training of these teachers. Faculty meetings, conferences with principals, supervisors, and department heads, classroom demonstrations by experienced teachers, the study of professional literature, extension courses, bulletins of interest to special groups—all these may be valuable to teachers who are trying to develop professional proficiency.

The teacher load should be adjusted with such plans as these in mind. The situation will not be helped, no matter how elaborate the plans nor how capable the supervision, if the teacher's load is so heavy that there is no time for any except the urgent day-by-day duties of the classroom.

The carrying out of such plans for in-service training is of no greater importance than is the attitude which administrators,

supervisors, and duly certificated faculty members display towards the problem. Most of the recent recruits to the profession are earnestly trying to help in a situation which they recognize as critical. They need and deserve the sympathy and understanding of their fellow workers and all the practical applications of such sentiments which these experienced teachers can give. Only under such conditions can they be expected to grow in ability to solve their own problems successfully. Upon their ability to do this rests the fate of education in many communities.

The responsibility for helping these emergency-certificate teachers rests not only upon educators but also upon the whole community. Parents, pupils, and citizens-at-large have an important part in the picture. Harsh criticism of inevitable mistakes, unsympathetic attitudes, and non-coopera-

tion can have only disastrous results for the school.

The organized teaching profession has its responsibility, too. Professional standards exemplified in action rather than through lip service, ethical practices in every detail of professional relationships, a united effort to make teaching the great profession it should be, freed of nagging and petty annoyances, discrimination, and injustice—this must be the background against which these new recruits to the profession learn to work and grow professionally in their ability to function as real teachers.

The problem is real. The solution calls for our best endeavor.

PENCIE FULTON, Prin.  
Woodrow Wilson Junior  
High School  
Danville, Va.



## Honor Roll: An Unwholesome Standard

Our present honor-roll system is not a wholesome standard in our educational program in the opinion of some people. Here are the reasons why I belong to that group:

1. The tendency of our honor-roll grading system is to obscure the basic objectives of education.

2. The tendency of this grading standard is to over-emphasize the honor pupil's importance, thereby causing him to lose in educational scope. Often the student becomes self-centered instead of subject-centered.

3. We know that there are always pupils whose mentality and background set them apart from the larger group in certain lines. But, to my thinking, this setting apart should not be emphasized by a grade line. The flip of a teacher's eyelash or the incident of parental association may too easily become a factor in this above-or-below-the-line grade.

4. This grade line, too, does at times place mental (not to mention moral) strain on the high-school boy or girl just at the age when they greatly need a more relaxed and thoughtful attitude towards the bigness of educational opportunities.

5. As for the pupil just below the honor line,

his reaction is not one of a stimulation to higher standards of study and educational appreciation, but rather the opposite. The fun-loving abandon of this group is often the despair of teachers as well as parents. We remember that public education is for the masses, not the classes.

I am an ex-teacher, a mother, a grandmother. Of my three children, two were strictly "honor-rollers"—the third never, and he would have been embarrassed to have found himself there. He seemed to have set a value, non-gradable, on the other fellow's achievements. The two honor rollers held their honor places over into active life. The non-honor-roller achieved a success greatly exceeding any honor-roller of his class. More than twenty years ago his teacher (high school) said to me in indignant despair, "He spelled soap, s-o-p-e." This has been a twenty years' puzzle to me. What does s-o-p-e spell?

I have four grandchildren, all of honor rank—so this subject is not one of my sensitive points, but a question point in our grading system which to my thinking has more cons than pros. What do you think?—EVA B. JOHNSON in *Ohio Schools*.

## ➤ SCHOOL LAW REVIEW ➤

# Non-Tenure Teacher Must Have Hearing, Rules Court

By DANIEL R. HODGDON

Even when the statutes or education laws do not provide a procedure for the removal of a non-tenure teacher "for cause" and no method of procedure is set out in the statutes for the guidance of a school board, a teacher is, nevertheless, entitled to notice of the charges made against him and to a fair hearing before an impartial board.

This is probably the first case of its kind, and it is an excellent decision for protecting teachers who do not have tenure and are working on a contract basis.

In this case the board of education sent the following notice to the non-tenure teacher:

"We the school board hereby give you notice that you have by all means, not lived up to your contract, as you have agreed too.

"You have been told at different times that your teaching school was not satisfactory.

"You have not followed your rules and school regulations according to laws.

"You have not put in your school classes, you have left out classes days and days.

"You have not put in full hours at school which is required of law for teachers to do.

"Therefore we expel you as teacher of district 70.

"Yours truly

"School Board

"P. S. We hereby pay you in full."

Some of the charges are difficult to understand because of the crude manner in which they are stated.

No hearing was granted the teacher on the charges made against her. They may have been true and they may not have been true. Evidence naturally should have been taken to prove or disprove such statements. Certainly it is not the democratic way of life to bring charges against a teacher and give that teacher or anyone else no opportunity to be heard. Our very fundamental democratic theory and process are involved. Serious charges against anyone in his profession should be passed upon by some impartial board or body.

The teacher received the notice mentioned above and at once notified the board she was ready, willing, an able to perform her contract. The

board refused to allow the teacher to do so.

The teacher sued for the balance due on her contract upon the theory that the action of the school board had been arbitrary and unwarranted. The court instructed the jury that if it found that the action of the board had been arbitrary and capricious or in bad faith it should find for the teacher. The jury found for the teacher.

Since the board acted in a quasi-judicial capacity, plaintiff was entitled to a notice and hearing before dismissal. The action of the board in not granting a hearing was lacking due process of law—it was arbitrary and capricious.

Certainly here is one decision that conforms with the rule of due process of law.

*See Kuehn vs. School District No. 70, Goodhue Co., Cal., March 29, 1946. 26 N. W. 2d, 222.*

### Use of School Buildings

The state need not make a school building available for public meetings but if it elects to do so it cannot arbitrarily prevent any members of the public from holding meetings, nor can it make the privilege of holding them dependent on conditions that would deprive any members of the public of their constitutional rights.

Freedom of speech and of peaceable assembly are protected by the First Amendment against infringement by Congress and by the Fourteenth Amendment against infringement by state legislatures.

However reprehensible a legislature may regard certain convictions or affiliations, it cannot forbid them if they present no clear and present danger that they will bring about the substantive evils that the legislature has a right to prevent. The legislature cannot make convictions and affiliation a condition of free speech. The state cannot compel subversive elements directly to renounce their convictions and affiliations and cannot make this renunciation a condition of receiving the privilege of free assembly in a school building any more than in parks or on streets. The state cannot censor ideas and proponents of the audience.

In this case the school board required all who

used a school building to sign the following statement:

"I do not advocate and I am not affiliated with any organization which advocates or has its objects or one of its objects the overthrow of the present government of the United States or of any state by force or violence, or other lawful means."

The court held a board of education could not require such a pledge as a condition for the use of a school building.

*Dunskin vs. San Diego Unified School District*, 171 P 2d 885, June 26, 1946.

### Mitigation of Damage

A teacher illegally dismissed does not have to seek employment in fields outside of the type and kind of position he previously held. But if he does accept such work, the amount thus earned must be used to mitigate the damage against the school board for his illegal dismissal.

In one case a teacher who had been illegally dismissed earned a sum of money working in an industrial plant. The damages he received were equal to the lost salary as a teacher minus the amount he earned in the industrial plant.

This is an old rule of law that should be revised. And in such cases the teacher should also have the right to deduct from his earnings the reasonable legal expenses involved in prosecuting his case against the board.

See *Wilson vs. Board of Education*, 64 N.E. (2d) 380.

### The Right to Spank

**Question:** Does a principal have a right to spank a pupil in New York upon complaint of the teachers?

**Answer:** When a youngster doesn't behave in school in New York State the principal or teacher has a right to inflict reasonable corporal punishment. A principal can take into account not only what the boy did in school but also what his conduct was outside of school. The principal stands in the same relation to the pupil as would the parent of the pupil if the parent were inflicting punishment on the child for misbehavior at home.

The principal of a school is called upon to exercise reasonable judgment and he has a right

to consider the pupils' conduct generally and the acts of the pupil not only in the schoolroom, or upon the school premises, but in connection with other pupils even though off the school premises. The principal who is not in direct contact with the pupils may rely on reports made by teachers of the pupil for the purpose of determining what measure of correction should be taken for discipline. Spanking a pupil with a stick such as a ruler or piece of yardstick is not unusual but quite a usual method, and is upheld by the court. (See *People v. Mummert* 50 N.Y.S. (2d) 699-1944).

The law requires that the punishment be inflicted without anger or malice. Keep cool, calm, and collected. The right to inflict corporal punishment is not in the Education Law but the Penal Law Section 244, sub-division 1 and Section 246, sub-division 4.

### Salary Even if You Don't Teach

Ohio has a tenure law which is called a "continuing contract" or "legislative contract." This is the best form of tenure law and is now a part of the school law of a number of states.

In this case a teacher served the required probationary period, but the board failed to execute a contract for the teacher's services and failed to appoint her to a school. The court ordered the board to issue the contract but the board failed to do so. Thereupon the teacher brought an action to recover salary for the period when it should have started, to date, and salary to the time of her retirement.

The tenure law constitutes an offer to the teacher, and when the teacher has fulfilled the requirements it is an acceptance of the "legislative contract." A board of education is then under a mandatory duty to enter into such a contract at the salary of the preceding year.

A board cannot end a contract of this nature by its own wrongful and unlawful conduct. The court held that the teacher was entitled to her full salary and to all past salary for the years she had been deprived of it and for all subsequent installments of salary for as long as the contract remained in full force and effect.

See *Roller vs. Patrick et al., Board of Education*, 145 Ohio St. 752, 62 N.E. (2d), 367.



Not one school in ten in America today is adequately equipped with library books, maps, globes, models, mock-ups, simple scientific apparatus, films, filmstrip projectors, photographs, exhibits, radios, recordings.—EDGAR DALE in *The News Letter*.



## BOOK REVIEWS

KIMBALL WILES and EARL R. GABLER, *Review Editors*

*Opportunities in Radio*, by JO RANSON and RICHARD PACK. 104 pages.

*Opportunities in Acting*, by FRANK VREELAND. 92 pages.

*Opportunities in Free-Lance Writing*, by HAZEL CARTER MAXON. 85 pages.

*Opportunities in Architecture*, by WILLIAM THORPE. 92 pages.

*Opportunities in Journalism*, by ELIAS E. SUGARMAN. 59 pages.

*Opportunities in Public Relations*, by SHEPARD HENKIN. 76 pages. New York: Vocational Guidance Manuals, Inc., 1946. Paper bound, \$1 each.

These samples of a new series of vocational monographs seem, on the whole, to be filled with well-authenticated information compiled by a competent specialist in each of the fields. Because they are written by practicing specialists, they tend to be subjectively colored by the personal ideas and experiences of the authors. They fairly often depart from information strictly about opportunities and

preparation for one entering the field in favor of a somewhat "procedural-manual" technique of advice about "angles" on how to progress for one already in the field, stemming from the authors' intimate acquaintanceship with these techniques.

Most of the monographs suggest the use of at least informal aptitude tests by which the prospective entrant can be helped to judge his fitness for the field. They seem to cover well the matter of earnings obtainable in various locations—for beginners as well as experienced personnel. Each manual has an adequate bibliography and a good listing of schools and other means of obtaining training. The professional organizations and the unions are well treated.

Other commendable features are the technique of presenting a typical day in the occupation; definite suggestions on how to get started; a good coverage of related fields into which training and experience might lead; and a glossary of technical terms for the particular field.

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typical workers or places of work, or some cartoon-type illustrations to make the presentation a bit more effective for the average high-school student. On the whole, however, the manuals are well written, topically arranged, and well indexed. Not only the prospective entrant, but the beginner who is already employed but anxious to progress, can profit from these manuals.

HAROLD E. HYDE  
Director of Guidance  
Endicott, N. Y.

*Integrating High School and College*, by LEONARD V. KOOS. New York: Harper & Brothers, 1946. 208 pages, \$3.

The public junior college attached to the high school is solving the educational problems of thousands of young people who probably would be unable to go to college if it were not for this educational innovation. It is time now for us to give thought to the type of public junior college we should develop.

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FORREST E. LONG

*An Approach to Guidance*, by EDNA DOROTHY BAXTER. New York: D. Appleton-Century Co., 1946. 305 pages, \$2.50.

The form of presentation of this book is a welcome change from the abstract, technical language of the general run of books on education. It is like a refreshing spring shower. And it tells a story.

The book concerns itself with the experiences of a new director of guidance in a junior-senior high school staffed by some fifty teachers. The efforts of the new director to develop the meaning of guidance as dynamic human relationships are given in story form. Woven into the story one finds all the important principles of guidance revealed

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*An Approach to Guidance* should serve as valuable and interesting reading for teachers, supervisors, and administrators. To those outside the field of teaching, it provides an easy and enjoyable means of acquaintance with the guidance work of the school. An excellent bibliography of two hundred twenty-seven annotated references furnishes the documentation for the guidance principles involved in the story.

E.R.G.

*6000 Kids from 46 States.* Portland, Ore.: Vanport City Schools, 1946. 100 pages.

This is the story of the organization of the strangest school system in Oregon's second largest population center and in the nation's most extensive housing project. Here 40,000 people from 46 states gathered to build ships for this country during the war. They brought with them 6,000 kids of all ages and of varying backgrounds, from small and large communities, and from every part of the land. Here a "made-to-order" municipality was springing up, built around the one occupation of shipbuilding.

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(Continued from page 432)

librarians and teachers, who worked in the libraries to help in meeting increased demands of pupils.

A recreation program provided supervised recreation for pupils in most parts of the city.

Special movie programs in neighborhood theaters were organized by committees of teachers.

Bus trips by four school buses provided excursions for investigation of community resources.

"OSCAR": An "Oscar" will be awarded to the best school-made film in the second annual school-film competition, ending December 1, 1947, conducted by the American Museum of Natural History in cooperation with the Museum's annual Audio-Visuals Aids Institute. The contest is open to all students in junior and senior high schools in the U. S. Films must be pupil-made and must be not more than 100 feet long. The deadline for return of entry blanks obtained from the Museum is May 15, 1947. The film must be sent to the Museum by December 1, 1947. For entry blanks and information, write to Dr. Grace F. Ramsey, American Museum of Natural History, Central Park West at 79th St., New York 24, N. Y. (The first annual "Oscar" was awarded on January 11, 1947, to "Emphasis on Science," a film written and produced by the Arista Film Committee of George Washington High School, New York City.)

BOOK CHOICES: Of the "Fifty Outstanding Books of 1946," selected by vote of the 16,000 members of the American Library Association, 6 are on social and political problems. They are: Dean, *Four Cornerstones of Peace*; Dos Passos, *Tour of Duty*; Halsey, *Color Blind*; Logan, *A Negro's Faith in America*; Severeid, *Not So Wild a Dream*; and Stowe, *While Time Remains*.

RESEARCH: Four research scholarships of \$1,500 each for 1947-48 at the University of Chicago are being offered by the Encyclopaedia Britannica. The awards are open to holders of bachelor's degrees who are "interested in undertaking research to improve children's encyclopedias and their utilization." For information, write before April 1, 1947, to Miss Frances Henne, Graduate Library School, University of Chicago, Chicago 37, Ill.

PAINE: Removal of Howard Fast's *Citizen Tom Paine* from high-school libraries has been recommended by the Board of Superintendents of the New York City schools, states the newspaper PM. The reason given was that the book contains a

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## SCHOOL NEWS DIGEST

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number of incidents and expressions "that are not desirable in a book officially recommended for library use by children." The Board of Superintendents, says *PM*, "evidently disagrees with critics and educators throughout the country." Since publication in 1943, *Citizen Tom Paine* has sold more than 1,000,000 copies. The OWI selected it for distribution to the liberated countries in Europe, and it was distributed to the U. S. armed forces overseas.

**BIAS:** Hundreds of textbooks in use in U. S. schools contain offensive references to racial and religious and national groups, "which unintentionally perpetuate prevalent prejudices." So stated Dr. Howard R. Wilson, reporting on a 2-year textbook survey of the American Council on Education at a recent dinner in New York City, sponsored by the National Conference of Christians and Jews, says the *New York Post*. Dr. Wilson cited frequent textbook references to immigrants as "swarms," "hordes," and "problems"; the limitation of textbook material about Jews to their ancient history, and "many inaccuracies in the descriptions of Jews as a 'race,' with little to offset the stereotypes of Jews which abound in contemporary social thinking." The typical text, he said, treats of Negroes up to 1876 and ignores their subsequent history and contributions.

**CHILD LABOR:** The U. S. Department of Labor is interested in promoting a bill to raise the standards of the child labor law, reports the National Child Labor Committee. A bill has been drafted to establish the basic recommended standards, as follows: the 16-year limit for all employment during school hours and for factory employment at any time; limitation of hours of part-time work on a school day; the 8-hour day, 40-hour week for young people under 18 years old; a minimum age of 18 for hazardous occupations; limitation of night work hours for workers under 18; and work permit requirements for all workers under 18. Present child labor laws of the states vary widely. Only 14 states set a minimum age of 16 for gainful employment during school hours. In 25 states, children of 14 and older may work during school hours.

**PACIFIC:** More curriculum emphasis should be placed upon the Pacific Ocean Area, its islands and bordering land areas, and their relation to our future civilization. This was the agreement of teachers attending the "Essentials of the Modern Curriculum" section of the recent semi-annual meeting of the California Teachers Association.

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